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ABSTRACT

This compendium of 10 curriculum resource units offers interdisciplinary activities to develop critical and creative thinking skills in gifted students. "Life Is Becoming: Can You Find the Way?" by Vicki Miller, uses American literature to help youth make the transition to adulthood. "Coming to America," by Deborah Cornwell, deals with American immigrants of the late 19th and early 20th centuries. "2001, an Earth Odyssey: Industrialization and Culture Conflict with the Third World," by W. L. Snow, Jr., uncovers the moving forces within economic upheavals. "Learning from the Composers," by Susan Poteat, helps students to understand their talents. "People Who Changed History," by Mickey Parks, evaluates goals and accomplishments of famous people. "Pieces or Peace? A Study of Destructive Aggression and Its Alternatives," by Meredith Ebert, focuses on the causes and effects of violence. "Risky Monopoly: The Struggle for Power--A Study of 'Macbeth' and 'Animal Farm,' by Eric Burgess, explores the concept of power. "'The Scarlet Letter': An Investigation into the Changing Concepts of God and Man," by Harriet Gilbert, develops literature analysis skills. "Thomas Jefferson: A Great American's Life and Ideas," by Charles Bolick, analyzes Jefferson's contributions. "Writing as Therapy," by Kay Overcash, includes activities to improve self-knowledge and self-concept, deal with frustrations, and help social acceptance. (JDD)

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Quest for Gold

Language Arts/Social Studies Curriculum Resource Units for Gifted and Talented Youngsters Grades Eight - Twelve

Donald G. Hayes

Edited by
Linda B. Dockery
1989

NORTH CAROLINA ASSOCIATION FOR THE gifted talented

EC 232615

Funded in part by The Alliance For Gifted and Talented of North Carolina, Inc.

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PREFACE

The purpose of this book is to provide teachers of academically gifted students with some "model" teaching units that, with little modification-unless desired, can be used in their exciting task of challenging bright students. A review of the teaching units will indicate that: 1) They can be used at multiple grade levels, 2) Emphasis is given to the development of critical and creative thinking skills, 3) The units are interdisciplinary and, at the same time, reflect a concern for "basis skills," important for all students to master, 4) The units can be used in a variety of settings, e.g., resource rooms, heterogeneous/homogeneous classes, 5) The units are sufficiently comprehensive to enable the user to select teaching strategies most appropriate for their situation. (While the units were originally written for use by the authors in a particular school and community and, consequently, may contain related references, this - in no way - restricts their use as all of the units are easily adaptable to any locale.)

The units were developed by practicing classroom teachers seeking endorsement (certification) to teach academically gifted students. The units were developed to satisfy a course requirement in "Methods and Materials for the Gifted," one of the academically gifted courses regularly offered at Lenoir-Rhyne College, a Lutheran-related college located in Hickory, North Carolina.

As the instructor of the very creative teachers who developed the units included in this book, I am proud of their efforts and believe the units will be of great use to teachers of academically gifted students. Also, I am grateful that the North Carolina Association for the Gifted and Talented is publishing the materials. I know of no better way for NCAGT to carry out its mission of promoting the education of academically gifted students. Special thanks also go to The Alliance For Gifted and Talented of North Carolina, Inc. for partially funding this publication and to the Winston-Salem/Forsyth County Schools for supporting this effort.

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ACKNOWLEDGMENTS

Dr. Donald Hayes, Professor of Education at Lenoir-Rhyne College, received his Ph.D. in Education, Philosophy, and Psychology from the University of North Carolina. He was one of the original pilot teachers for gifted children in this State and the first State Consultant of Programs for the Gifted. He then worked as Assistant Director of the Learning Institute of North Carolina conducting research on problems in learning, values formation, motivation, stress, and learning disabilities. He is a co-founder of the Governor's School, and the North Carolina Advancement School and was the founder and first director of the Learning Academy, a research and development residential school for children with learning problems. He served as Assistant Superintendent for Instruction for the Chapel Hill City Schools.

He has conducted hundreds of workshops for educators, psychologists, counselors, and parents, and authored many articles and publications on topics about learning. He is co-author of the book, "My Child is Gifted! Now, What Do I Do? another NCAGT publication.

He is active in numerous professional, church, and civic activities and is a former member of the Hickory City Board of Education. He is past President of the North Carolina Association of Colleges of Teacher Education, and he was the 1985 winner of the NCAGT Annual Award. He is married and the father of two children.

Dr. Linda Dockery, Executive Secretary of the Alliance for the Gifted and Talented of North Carolina and Personnel Administrator in Winston-Salem/Forsyth County Schools, brought her experience as both a classroom teacher and teacher facilitator to bear as she edited the assortment of units found in this volume.

Special thanks also go to John Fox, advanced placement teacher of art in the Winston-Salem/Forsyth County Schools and his student John Crutchfield, for designing the cover of this book. John Crutchfield not only is a talented artist but a gifted wrestler and a Morehead Scholar.

Thanks are also expressed to the board of Directors of The Alliance for Gifted and Talented of North Carolina, Inc. for partially funding this project and to C. Douglas Carter and the Winston-Salem/Forsyth County Schools for their continued support and encouragement.

Life Is Becoming
Can You Find the Way?

Vicki M. Miller

Life Is Becoming
Can You Find the Way?

Vicki M. Miller

INTRODUCTION

The youth of today, more than ever before, live in a pressure-packed environment. They stand on the threshold of adulthood faced with problems of "coming of age" or "making something of themselves." Many times the frustrations are greater for the gifted and talented student for whom high expectations are the rule. Pressures to excel in all academic areas, to become involved in extra curricular and community activities, to establish personal relationships, to gain self-respect and leadership roles, to make decisions concerning colleges and careers, to develop special talents and hobbies, to work, etc., are extremely overpowering and may produce feelings of frustration, inadequacy, and isolation.

The major purpose of this unit is to enable the student to deal successfully with the pressures of "become" in his environment. It is an important unit of study because it will help minimize the young person's anxieties about assuming the role of adulthood and will maximize the youth's ease of transition into that role. Because the future of our society depends on our youth and because the gifted and talented youth of today will be tomorrow's leaders, this unit of study is relevant.

The unit has been especially geared toward an eleventh grade gifted and talented class with heavy emphasis on American literature and authors, including both classic and modern selections. A multi-genre approach has been used and examples have been assimilated from novels, short stories, plays, poems, and essays. Many more selections than can feasibly be studied in a nine week period are mentioned for as much built-in flexibility as possible.

OBJECTIVES

At the conclusion of this unit the learner will be able to:

1. Define the "initiation into manhood" theme common to much of American literature and give specific examples of characters from various literary selections who exemplify this theme. (Carrie Meeber in Sister Carrie; Henry Fleming in Red Badge of Courage)

2. Display the skills of analysis and evaluation as evidenced by analyzing character responses to the problems of "becoming" that each one faced and by evaluating the responses of each character in written and oral presentations. (Huck Finn in The Adventures of Huckleberry Finn; Frankie Addams in A Member of the Wedding) Formulate a diagram or chart to use in interpreting analysis and evaluation to the class.

3. Demonstrate problem-solving ability and tolerance to internal and external pressures by role-playing situations involving youth in conflict with self, parents, teachers, peers, the legal system, etc.

4. Demonstrate forecasting ability by completing a time line for the next ten, twenty, or fifty years of their lives, projecting academic growth, career situation, financial status, and family situation and by composing sequels to various literary selections showing characters in future circumstances.

5. Understand and accept his own strengths and weaknesses as evidenced by keeping a daily journal, analyzing himself weekly, and evaluating his strengths and weaknesses at the conclusion of the unit.

6. Understand and accept the strengths and limitations of others, especially adults, as evidenced by a greater percentage of positive interactions with parents, grandparents, teachers, and other adults.

7. Practice self-reliance in working independently on various home learning activities as evidenced by prompt, satisfactory completion of projects and, when relevant, gracious sharing of projects with class.

8. Appreciate good literature as evidenced by keeping a log of parallel readings and sharing both positive and negative reactions to certain selections in teacher-student conferences and class sharing sessions.

9. Evaluate our society's views toward youth, maturity, and old age as evidenced by a survey of music, art, literature and the mass media as reflections of our society.

10. Synthesize concepts, information, and ideas as evidenced by well organized themes, speeches, debates, and panel discussions on a variety of topics.

11. Develop a closer relationship with older persons (parents, grandparents, neighbors, etc.) through interactions inherent in the completion of individual projects.

INTRODUCTORY ACTIVITIES

1. One group of students will create a bulletin board with the theme "Becoming" showing various examples from historical, literary, and current situations. (Scene from Red Badge of Courage, articles from newspapers and magazines related to youth and maturity, comic strips, popular music lyrics, etc.) Allow students to lead class discussion on these and other examples of "Becoming."

2. Each student will create an original design using the word "Becoming" or some related word and will share the design with the class. Display designs for initial part of unit.

3. Show sound/slide program Coming of Age in America: The Adolescent in Literature. This is an excellent introduction to the theme using specific literary, artistic, and musical examples. Inclusion of popular music will intensify student interest in this highly entertaining and thought-provoking program. Distribute study guides for completion after viewing. (See Appendix A)

4. Invite students to bring in records or tapes of modern music that deal with the theme of becoming. Play segments of these for the class, having students discuss the views of the artist. Can any generalizations be made about the predominant view toward growing up, achieving potentiality, etc. in modern music?

5. Have the student role-play various situations involving youth in conflict with self, parents, teachers, peers, the legal system, etc. (Your parents tell you to be home at 11:00. You feel that you are old enough to stay out later; you are caught by the local police officer with a marijuana joint in your possession. He is a very close friend of your family. How do you react?)

6. Ask your parents, grandparents, an older neighbor, etc. how the problems of coming of age have changed over the years. Interview at least three people. Bring your questions and responses to class. Draw conclusions as to whether the problem faced by today's teens are more, less, or equally as demanding as those faced by older people. Predict how problems will change for your children and grandchildren based on our rapidly changing society.

7. How do heroes in the popular media affect the "becoming" of today's teens. List teen heroes; analyze their appeal, evaluate their influence on American young people. Share your study with the class in a well-organized ten minute speech.

DEVELOPMENTAL ACTIVITIES

1. Maia Wojciechowska's novel The Rotten Years is the story of a teacher's educational experiment to prepare her student to be better human beings and its eventual success. Why do the years of "becoming" sometimes fit the title of the book? Read the novel. Then compose your own short story or narrative poem illustrating why adolescence is or is not "The Rotten Years."

2. Design a society in which there is no pressure on an individual to "become". What would be the characteristics of this society, its citizens, and institutions? What would be the potential for this society? Would you be happy there? Explain. Design a society in which there is constant and extreme pressure to "become". Answer the previous questions in relation to this society. Design what you consider to be the "perfect" society in regard to pressure levels. Predict the future of such a society.

3. Analyze the relationship between various characters studied and their environments, both social and physical. (Romeo in Romeo and Juliet, Gene Forester in A Separate Peace) Create a diagram to illustrate these relationships, developing your own system of classification of these behaviors. Present your diagram along with an evaluation of character responses in a 15 minute oral report.

4. View the video tapes of one or more of these movies: On Golden Pond, Ordinary People, Kramer vs Kramer. Using one main character from each identify, analyze, and evaluate character responses to pressure situations. Use at least 5 situations for each character. What motivated the characters to respond in the ways they did? Were the characters satisfied with their responses? Create five pressure situations for the character. Predict their responses based on your knowledge and understanding of the characters. Now put yourself in the same situations and project your responses.

5. Analyze the relationships between the following characters in Romeo and Juliet: Juliet and Lord Capulet; Juliet and the nurse; Juliet and Lady Capulet Juliet and Friar Lawrence, Romeo and Lord Montague; Romeo and Friar Lawrence. Compare and contrast each character's outlook on the following: civil disobedience, love, hate, marriage, the family, social mores, and death. Make a chart which classifies character reactions and attitudes toward various events. From data gathered, formulate a conclusion dealing with the relationships between age and maturity of characters and their opinions, beliefs, and values.

6. Organize a self-study program on your relationship to the older generation. Target 15 behaviors, attitudes, and values you wish to compare/contrast. Formulate a plan to collect data in a variety of ways, such as interviews, questionnaires, direct observations, etc. Analyze data and evaluate the differences and similarities that exist in each target area. Predict your own values, behaviors, and attitudes 10 years from now; 50 from now.

7. Organize a debate to be presented to the class on some topic or concept related to the coming of age theme. (Does wisdom come with age? Is youth impulsive?) Research the topic and collect both negative and affirmative data (evidence). Present the debate. The class will draw conclusions, formulate their own opinions, and evaluate results.

8. Pretend that the situation in Vonnegut's short story "Tomorrow and Tomorrow and Tomorrow" has come true, and human beings can now buy antigerasone to prolong life indefinitely. Design a society based on this premise. Analyze how the premise would change the values, attitudes, and behaviors of the people in this society in regard to birth, youth, religion, politics, war, old age, humanitarian and social programs, education, leisure time, travel, etc.

9. Music, art, literature, and the mass media are excellent reflections of a society. Based on these categories, interpret the view of our society toward

youth and old age. Your study should cite numerous specific examples of these viewpoints. Study your examples and classify according to the viewpoints. (You are formulating your own classification system.) Analyze these views and the reasons for them. Based on collected evidence, evaluate our society's view toward youth and old age. Is there a generation gap? Will there always be one? Why?

10. Students will keep a journal of daily thoughts, ideas, and feelings suggested by class activities and will record evidences of "becoming", striving to real potential, lack of such striving, etc. Analyze your journal weekly and rate your behavior on a self-imposed scale. Record both positive and negative interactions with older members of society and measure the percentage of change in the nature of these interactions.

11. Students will read from a selected list of novels, short stories, plays, poems, and essays and will complete a character analysis of one main character from each selection. The character must exemplify the "initiation into manhood" theme. Analysis must include physical and personality traits, character reaction to various key situations, evaluation of behavior, and prediction of future behavior. Formulate a diagram or chart which interprets your analysis and evaluation to the class.

12. Monitor several television soap operas, such as The Guiding Light, Dallas, Flamingo Road, etc. Some episodes might be video taped for the class. Analyze the view of youth. What motivates the behavior of youth in soaps? What are the values of youth in soaps? How realistic is the "soap" treatment of youth and "becoming"?

13. Thornton Wilder's Our Town and Paul Zindel's The Effect of Gamma Rays on Man-in-the-Moon Marigolds are two plays which depict very different kinds of family life. Read both plays and compare/contrast the problems of growing up in each family. Evaluate the responses of the families to growing pains and draw conclusions as to which family situation you would rather function in.

14. Anxiety is a feeling of uneasiness, apprehension, or distress that arises when we experience internal or external conflicts. Write an essay that defines "anxiety" and explains how it is an element of coming of age. From your reading and personal experience give specific examples that support your opinions. Present your paper to the class for discussion.

CULMINATING ACTIVITIES

1. Each student will complete a time line for himself for ten, twenty, or fifty years, projecting his academic growth, career development, financial situation, geographic location, and family situation. Student will present time line along with a 3 - 5 page formal essay predicting his future.

2. Complete journal (see Developmental Activity 10), evaluating strengths, weaknesses, progress over the nine week period. Hand in entire journal, analysis, and evaluation, along with a plan for strengthening weak areas.

3. Read and analyze independently one novel, play, short story, poem, and essay from the suggested reading list and answer the questions for discussion for each genre.

4. Prepare a photographic essay on the joys/pains of "becoming". Through your essay, capture as many emotions as possible that are a part of this period of life. Present your program to the class.

5. In Coming of Age in Samoa, Margaret Mead tries to answer the question: "Are the disturbances that vex adolescents due to the nature of adolescence itself or to the civilization?" Study her experiments and report on her findings in essay form. Compare her work to others who have examined this subject. Draw your own conclusions at the end of your essay.

6. Research the theories of Abraham Maslow dealing with the psychologically healthy man, his theory of human motivation, the hierarchy of basic needs, and his study of self-actualized people. Present your findings in a 15 - 20 minute oral report. Have your classmates study the hierarchy and complete their own analysis and evaluation of it. (See Appendix C)

7. In Books and the Teenage Reader, G. Robert Carlsen writes: "Books may play an important role in helping adolescents reach maturity. They serve in several different ways, seemingly in opposition to one another. Books may become a part of the adolescent's rebellion against the adult world. Often the teenager dislikes the reading adults like and praise, and he may scorn their selections. His own favorite authors, the writers for his generation, are usually experimenters both with forms and with basic human concepts. Yet literature has always held up a mirror for the reader to see himself sharply and clearly. Literature, by its very nature, is selective and suggests integration, connection, insights into experience. Literature gives value which the individual might not otherwise find for himself. At its best, literature confronts the reader with the basic, eternal problems of human beings, thus helping the individual see himself as part of an ongoing history."

Explain these ideas and agree or disagree with them based on your own reactions to the literature you have read this nine weeks. Present your ideas in a 15 minute discussion before the class or in a private student-teacher conference.

EVALUATION

1. Each student will complete an objective and essay test on required reading.

2. Selected activities from the Developmental and Culminating Activities lists will be used. Student-teacher conferences may be used to help the student decide which activities will be used.

3. Each student will write an essay evaluating the effects of this unit on his understanding of "Becoming." The essay should include an in-depth discussion of the concepts the student now understands that he did not before. Finally the student should hypothesize about his future reactions to pressures in the area of "becoming."

4. Each student will choose an agreed-upon number of selections from the suggested reading list to complete independently. These will be used to evaluate student independence and perseverance in completing home learning activities.

5. The entire class will be involved in a school-wide presentation (assembly, PTA, etc.) on "Becoming." The class will organize the program, select from individual student assignments and projects, etc. to be used. Emphasis of the program may be a light-hearted (or serious) approach. Evaluation will be based on individual efforts, polish of the performance, and audience response.

6. Recent studies show that suicide is rampantly increasing among teens. Conduct your own study to discover what can be done in our society to reduce external and internal pressure on teens. Explore the problems inherent in the relationship of today's youth with social institutions, parents, education, religion, etc. How can these problems be minimized?

7. The learner will present a 5 minute original oratory exploring this question in depth: Is youth only a time for becoming an adult? Is youth a means to an end? Video-tape (or record in an alternate manner) our society's views toward youth, age, and the generation gap. Organize a video-tape, slide-sound, or audio presentation of your findings. Your commentary and analysis must follow the show along with final evaluation of views discovered.

STUDY QUESTIONS AND ACTIVITIES

Novels and Short Stories

1. Diagram the plot outline.

2. Summarize the plot of the novel in a well-organized essay of 2 pages. (2 paragraphs for a short story)

3. Select the major character(s) and analyze both physical and personality traits and motivations for behaviors.

4. Predict the future of the major character(s) by creating a sequel to the work.

5. Draw conclusions about the author's theme, mood, point-of-view, and use of symbolism.

6. Analyze the major conflict(s) and evaluate outcomes.

7. Classify the work according to type and support your choice with explanation.

8. Research the author including his life, other works, his philosophy, and his literary style. Present these facts in a well-organized research paper of 7 - 10 pages and highlight the paper in a 5 minute program for the class.

9. Evaluate how this work fits into a unit on "Becoming" in a written essay.

10. Give your criticism and recommendations of this work in a 5 minute speech.

Plays

1. Diagram the plot outline.

2. Rewrite the play as a short story, long narrative poem, ballad, modern song, a series of news articles, etc.

3. Write your own review of the play to be published in the school newspaper.

4. Research the following critics and compare and contrast their views on criticism: Walter Kerr, Edmund Wilson, Martin Esslin.

5. Evaluate how well this play fits into a unit on "Becoming" in a written essay.

6. Research the dramatist including his life, other works, philosophy and dramatic techniques. Present these facts in a well organized 5 - 7 page research paper.

7. Complete a character analysis of one of the major characters analyzing and evaluating his motivations, behaviors, and responses to "becoming".

Poetry

1. Write a summary-paraphase of the poem.

2. Analyze the poet's use of poetic devices such as: imagery, metaphor, personification, simile, irony, voice and tone.

3. Analyze the poem as to type and support the analysis with concrete examples.

4. Rewrite the poem in the form of another genre.

5. Read the poem aloud. Find appropriate background music for your reading. Tape and use for class presentation. Analyze why the music fits the mood of the poem.

6. Research the poet, his life, other works, philosophy, and style. Compile a collection of your favorite poems by him and classify according to type. Choose several of these poems for an oral interpretation to the class.

7. Of the poems you have studied, which ones more closely express your own attitudes about "becoming"?

Essays and other Nonfiction

1. Analyze the essay and present what you believe to be the author's main points and general purpose.

2. Evaluate the essay as to: clarity, use of supporting examples and details, and diction.

3. Evaluate how well this essay deals with the theme of "becoming".

4. Research other collections of essays, locating others which relate to the same theme. Compile these essays, answering questions 1 and 2 for each. Evaluate your collection and present it to the class.

SUGGESTED READING LIST

NOVELS

Huckleberry Finn, Twain

Read Badge of Courage, Crane

Sister Carrie, Dreiser

A Member of the Wedding, McCullers

Native Son, Wright

Bless the Beasts and the Children, Swarthout

A Separate Peace, Knowles

Catcher in the Rye, Salinger

Look Homeward Angel, Wolfe

The Rotten Years, Wojciechowska

Franny and Zooey, Salinger

The Contender, Lipoyte

Ordinary People, Guest

To Kill a Mockingbird, Lee

PLAYS

Romeo and Juliet, Shakespeare

Our Town, Wilder

The Effect of Gamma Rays on Man-in-the-Moon Marigolds, Zindel

I Never Sang for my Father, Anderson

A Raisin in the Sun, Hansberry

On Golden Pond

SHORT STORIES

"Flight" Steinbeck

"Sophistication" Anderson

"Leader of the People" Steinbeck

"The Bear" Faulkner

"Marigolds" Collier

"Dr. Heidigger's Experiment" Hawthorne

"A Summer's Reading" Malamud

"A Horseman in the Sky" Bierce

"Journey" Oates

"The Man Who Was Almost a Man" Wright

"A Visit of Charity" Welty

"To The Mountains" Horgan

"After You My Dear Alphonse" Jackson

"Paul's Case" Cather

"Total Strangers" Cozzens

"Friends from Philadelphia" Updike

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"By the Waters of Babylon" Benet

"The Diamond as Big as the Ritz" Fitzgerald

"I Can't Breathe" Ring Lardner

"A Mother in Mannville" Rawlings

"Antaeus" Deal

"Water Never Hurt a Man" Edmonds

POEMS

"Now I Become Myself" Sarton

"Mirror" Plath

"There was a Child Went Forth" Whitman

"Janet Waking" Ransom

"Beehive" Toomer

"My Father-Myself Facing the Sun" Inada

"To David About His Education" Nemerov

"No Respect for Authority" Chamberlain

"Middle Age" Lowell

"The Morning My Father Died" Mitsui

"The Haunted Boy" McCullers

"Jugamos" (we Played) Villanaueva

"Preface to a Twenty Volume Suicide Note" Jones

"The Chambered Nautilus" Holmes

"Childhood Is the Kingdom Where Nobody Dies" Millay

"Young" Sexton

"The Road Not Taken" Frost

"Portrait of a Girl with Comic Book" McGinley

"My Papa's Waltz" Roethke

"We Real Cool" Evans

NONFICTION

To Be Young, Gifted, and Black, Hansberry

Life on the Mississippi, Twain

"The Wedding" Carlson

"Teenage Diseases" Bombeck

"In Search of Our Mothers Gardens" Walker

"Self Reliance" Emmerson

* See Appendix B for Rationale for Literature Selection

MATERIALS

Textbooks

United States in Literature, Medallion Ed., Scott Foresman

American Literature: Themes and Writers, McGraw-Hill

The Literature of America, L.W. Singer

Focus on Literature America, Houghton-Mifflin

AUDIOVISUAL AIDS

Steinbeck's Losers (filmstrip) Thomas Klise Co.

Sylvia Plath (filmstrip) Thomas Klise Co.

Lorraine Hansberry Speaks Out (recording) Caedmon

I Never Sang for My Father (film) MacMillan Audio Films

Romeo and Juliet (video-tape) Catawba County Schools

The Coming of Age in America: Adolescents in Literature (slide-sound set) Center for the Humanities

On Golden Pond (video-tape) Tri City Electronics

Kramer vs Kramer (video-tape) Tri City Electronics

Ordinary People (video-tape) Bunker Hill

Mark Twain Tonight - Hal Holbrook Vol. 1 & 2 (recording) Columbia

Golden Treasury of American Verse (recording) Spoken Arts

The Black Pace Setters (recording) Buddah

Dare to be Different (sound strip) Guidance Associates

Values for Teenagers: The Choice Is Yours (sound strip) Guidance Associates

Decisions for Youth (recording) Guidance Associates

Values for Living (sound strip) Guidance Associates

Decision-Making: Dealing with Crises (sound strip) Center for the Humanities

APPENDIX A

Study Guide for Coming of Age in America (slide/sound program)

Part 1

1. In Thomas Wolfe's Look Homeward Angel, Eugene feels conflicting emotions. What are they? How are Eugene's "coming of age" experiences similar to your own?
2. In James Baldwin's "The Outing", what concerns Johnnie's father? Why does Johnnie want to "shout to his father the most dreadful curses that he (knows)"?
3. In Betty Smith's A Tree Grows in Brooklyn, what changes occur in Francie? What concerns does she have?
4. How could Mrs. Nolan have eased some of Francie's fears after Mr. Nolan's death? What could Francie have done to help herself?

5. Francie says, "I guess being needed is almost as good as being loved". What are the differences between being needed and loved? Do you agree with Francie's opinion?

6. Explain how gaining additional responsibility and independence can create feelings of both comfort and discomfort in a teenager.

7. What point is Carly Simon making when she sings, "Now I've just gotten older, I've just gotten taller/and the little ones just call be a 'grownup'"?

8. Write a definition of *grownup*. What changes happen to teens that make them grownup?

9. What do you think Maia Wojciechowska means by "the rotten years"?

10. What discoveries about herself and about her mother does Denise Brown make?

11. Define "Coming of Age". What coming of age problems are described in Part 1. How are these problems similar to yours? How do the experiences of the characters help you to understand yourself and deal with the world around you?

APPENDIX A

Part 2

1. In "Waiting for a Car," Joni Mitchell sings, "He makes friends easy, he's not like me./I watch for a judgment anxiously." What difference in personality is she pointing out? Which type of person are you?

2. In M.E. Kerr's *Dinky Hooker Shoots Smack!*, what problems does Tucker Woolf encounter during the dance? What anxieties and feelings arise from these problems?

3. Natalia says "It's neat to know you lack pizazz, because once you know it, you don't have to pretend anymore. You can just relax." What does she mean? Do you agree?

4. What does Tucker learn that may help him feel more comfortable at the next dance he goes to?

5. Why are one-to-one relationships important and threatening to people?

6. In Salinger's *Franny and Zooey*, what problems does Franny have? Why?

7. Zooey says, "An artist's only concern is to shoot for some kind of perfection, *and on his own terms*, not anyone else's." What does he mean? Do you agree?

Why?

8. **What does Jim Croce's "I've Got a Name" mean to you? How do the ideas of the song relate to this unit?**

9. **What problems of coming of age are present in Part Two? How are these problems similar to one you have encountered? How do the experiences of the characters help you to understand yourself and deal with the world around you?**

APPENDIX B

Rationale for Literature Selection

School:

Teacher:

Title of Selection:

Course:

Approximate date selection will be used:

This selection will be:

_____ studied by the entire class

_____ studied by individual students

_____ optional reading

This selection is part of a larger study of:

Ways in which the selection is especially pertinent to the objectives of this unit:

Special problems that might arise in relation to the selection and some planned activities that handle each problem:

Some other appropriate selections an individual might read in place of this one:

*This form is based on an original prepared by Diane P. Shugert, Chair, NEATE Committee on the Profession.

APPENDIX C

Maslow's Hierarchy of Human Needs

1. Physiological Needs (hunger, thirst)
2. Safety needs (protection from harm or injury)
3. Love needs (affection, warmth, belonging)
4. Esteem needs (self respect, social appeal)
5. Self Actualization (achieving maximum development of potential)

"Coming To America"

Deborah J. Cornwell

"Coming To America"

Deborah J. Cornwell

The largest movement of people in the history of the world took place in the late nineteenth and early twentieth centuries in Europe. Most of the people emigrated to the United States.

America represented a new beginning. The poor, hungry, unskilled and unwanted victims of centuries old societies left their homelands for a new beginning. Many fled to escape religious or political persecution. The Industrial Revolution promised new jobs and many dreamed of getting rich. Some came to the land of plenty to escape famine and hunger. All came to the United States with an idealistic view of wealth, equality and freedom for all.

The social classes were established by birth in the old world. There was no way to rise to a higher standard of living. Yet, America was founded by men who had pulled themselves up "by their bootstraps." If one was willing to work hard, he could climb out of the depths of poverty.

America welcomed the immigrants. They provided a source of cheap and unlimited labor for the factories. They increased the national wealth and expanded the western frontier. However, many cultural traditions were unwelcome and prejudice was exercised among various groups.

America owes much of its success to ideas and skills that the immigrants brought to the new world. American culture is a composite of many peoples. No other nation is composed almost exclusively of immigrants. America's greatness resulted from her rich and varied heritage. The positive aspects of each culture have endured while the negative aspects have been discarded.

It is proper for every citizen to study this heritage which has made the country unique, prosperous, and symbolic of freedom throughout the world. An understanding of the strength, perseverance and commitment of these people helps each of us evaluate ourselves. It is because of these characteristics that the United States has become a respected world leader, a defender of freedom and a protector of the rights of individuals.

Unit Specifications: This unit is designed for a ninth grade social studies class and is adaptable to their grades. It is specifically designed for gifted students. The time allotment is flexible, however, a minimum of two weeks is recommended.

OBJECTIVES

1. Investigate the reasons why large numbers of people have emigrated to the United States.

2. Summarize the risks involved in crossing the ocean to America.

3. Analyze the effects that immigration has had on the economy of the United States.

4. Recognize the effects that immigration has had on the culture and traditions of the United States.

5. Identify immigrants who have realized the American Dream.

6. Evaluate the restrictions placed on immigration in the past and present.

7. Examine the reasons for the decline in immigration to the United States.

BEGINNING ACTIVITIES

1. Brainstorm words associated with immigration. How many words are positive? How many words are negative?

2. Read "The New Colossus" by Emma Lazarus. Why was the poem written? Explain why she referred to the immigrants as "the wretched refuse of your teeming shore."

3. Take a survey in class to discover the ethnic background of the students. If possible, survey the entire school. Then figure the percentage of the school's population that makes up each ethnic group.

4. Construct a list of the pros and cons of emigrating to a new country. Poll the students to find out which countries are most desirable.

5. Write to the Immigration and Naturalization Service for information about immigration today.

6. Test your knowledge of United States culture with "The Melting Pot Quiz". (GAMES MAGAZINE, July 1986)

DEVELOPMENTAL ACTIVITIES

1. Research the government of one country with large numbers of people emigrating. You may wish to choose one of the following: Mexico, Germany, Poland, Cuba, Vietnam, Korea, China . . . . Report on any government activities which caused people to leave.

2. Investigate religious freedom in one country with mass immigration. Compare and contrast the practices to religious freedom in the United States.

3. Compare the number of people per square mile in three European countries in the late 1800's to the United States in the late 1800's. Then compare the findings to today's figures. Estimate the number of people per square mile in these countries in the 2080's if the percentage of population growth remains the same.

4. Research the Industrial Revolution in the United States. Prepare a report that explains: the effects on the United States' economy, the effects on the standard of living and the effects on immigration.

5. Compare and contrast immigration to the United States with immigration to Australia.

6. Investigate your community's ethnic heritage. Chart the major groups that have settled in the community on a time line. Estimate the percentage of the community that belongs to each group.

7. Contrast crossing the Atlantic today on board the QUEEN ELIZABETH II with crossing in steerage on a nineteenth century steam ship.

8. You are an advertising executive for a shipping line in the late 1800's. Design a poster to encourage immigrants to sail on your ships to America.

9. Examine the causes and effects of poor sanitation during the voyages to America. Develop a plan to ensure sanitation on board.

10. Construct a diagram to illustrate the processing procedures on Ellis Island.

11. Explain why Ellis Island was known in steerage as the "Island of Tears."

12. Write a news story as an undercover reporter whose purpose is to expose the corruption of immigration officials.

13. Predict what may have happened in the United States if people had been admitted to the country without health examinations.

14. Write a story, poem or essay describing your feelings as an immigrant when you first arrive in America.

15. Pretend that you are an immigrant who has just settled in the United States. Write a letter to a friend who is considering emigration.

16. Identify Horatio Alger. Who would you consider to be like Horatio Alger today?

17. Evaluate the idea of the Protestant Work Ethic. Do you believe in its principle?

18. Explain the concept of the American Dream.

19. Choose a famous person who emigrated to the United States. Investigate their reasons for emigrating. Did they fulfill the American Dream? Prepare a monologue to present the immigrants story. Possible Choice: John James Audubon, Alexander Graham Bell, Albert Einstein, John J. Astor, Andrew Carnegie, Samuel Gompers, Mary H. Jones, Joseph Pulitzer, Issac Bashevis Singer, Irving Berlin, Samuel Goldwyn, Alfred Hitchcock, Marlene Dietrich . . . .

20. Read the novel The Great Gatsby by F. Scott Fitzgerald. Compare each character's quest for the fulfillment of the American Dream. Who was successful? Why?

21. Read The Jungle by Upton Sinclair. Contrast the reality of the immigrants' lives in America with their expectations.

22. Choose your favorite holiday. Then investigate which customs of celebration were brought by immigrants to the United States.

23. Make a list of popular foods in America that the immigrants introduced into America. What foods were created in America? Survey the class to discover which ethnic food is the most popular.

24. Identify the ethnic groups which have endured the most prejudice since emigrating to the United States.

25. Debate on whether the United States should allow bilingualism in schools and government offices.

26. Evaluate the concept that a common language makes the assimilation of cultures easier.

27. Investigate the Quota System. What reasoning was inferred in ranking the nations in the quota.

28. Analyze why the Chinese and Japanese immigrants were especially disliked and mistrusted.

29. Formulate a plan that would solve the problem of illegal immigration.

30. Predict what ethnic groups may move to your community in the future. Provide reasons to justify your predictions.

31. Compose a list of restrictions to be placed on immigration. Compare your list to our present restrictions and to the restrictions imposed in the late nineteenth and early twentieth centuries.

CULMINATING ACTIVITIES

1. **Plan a Heritage Day in your class. Each student should come dressed in something that represents the country from which his ancestors emigrated. Class members should share something they have learned about their country. Committees should plan food and games to reflect the countries represented.**
2. **Hold a debate on the topic: Should the United States place quotas on the number of immigrants allowed to enter the country?**
3. **Hold a group discussion on changes that are needed in the present immigration laws.**
4. **Create a class scrapbook categorized by countries. Each class member should contribute stories, poems, essays, drawings or pictures that represent America's cultural heritage.**
5. **Arrange for guests in the community to visit the classroom to discuss their ethnic backgrounds.**

EVALUATION

1. **Create a trivia game, puzzle or quiz on immigration to be shared with the class.**
2. **Draft a bill for a new immigration law for the United States.**
3. **Write a letter to your Congressman expressing your ideas on how to handle illegal immigration.**
4. **Design a book jacket for The Great Gatsby or The Jungle. Prepare a skit based on an important scene.**

HOME LEARNING ACTIVITIES

1. **Prepare a meal for the family that consists of specialties from different ethnic groups in the United States or plan to go to an ethnic (Italian, Chinese, Greek etc.) restaurant in the community.**
2. **Have each member of the family prepare a list of the ten things he would miss the most if he emigrated to another country. Compare each list.**

3. Collect news articles about immigration in the United States today. Which countries have the most people emigrating?

4. Find a new holiday tradition that is used in another country. Incorporate it into your family's plans.

5. Look at the yellow pages of your telephone directory. How many examples of ethnic names can you find? Categorize them by countries.

6. Make a family tree. Collect photos of your closest relatives and draw pictures of how you think others would look.

7. Visit a graveyard and look at the inscriptions on the graves. Can you locate any of your ancestors?

RESOURCES

Books:

American Immigration, Maldwyn Allen Jones, 1960.

Gateway to Liberty, Mary J. Shapiro, 1986.

Immigration - As A Factor in American History, Oscar Handlin, 1959.

The Immigration in American History, Marcus Lee Hansen, 1940.

The Great Gatsby, F. Scott Fitzgerald.

The Jungle, Upton Sinclair

The Statue of Liberty, Oscar Handlin, 1980.

Magazines:

"Games" - July 1986

"Life" - July 1986

"The Saturday Evening Post" - July 1986

"Newsweek: Summer 1986 Collector Edition" - "Sweet Land of Liberty"

Reference:

Immigration: THE WORLD BOOK ENCYCLOPEDIA

2001, An Earth Odyssey: Industrialization And Culture Conflict With The Third World

W. L. Snow, Jr.

2001, An Earth Odyssey:
Industrialization And Culture Conflict With The Third World

W. L. Snow, Jr.

PURPOSE: The period of industrialization in modern times often evokes images of boring textile statistics, noisy turbines, and the acrid smell of sulfur. The unit is designed to uncover the moving forces within economic upheavals; the causes, effects and relative importance of industrialization. Based on politics and sociology of past industrialized areas of Europe and the U.S., the student will attempt to forecast political and sociological events in the future of the Third World; an area of concern when he or she reaches the decision-making age of a responsible citizen. The GT student, in all likelihood, will make vital decisions relative to the critical political-economic factors which this paper helps point towards.

All gifted students from tenth to twelfth should benefit from this unit. Both teacher and student should expect to do in-depth reading concerning background issues necessary for prediction. Therefore, a comprehensive bibliography is provided. The reading of some scholarly works can be boring; therefore, suggestions are used extensively for motivational purposes. Industrialization is a massive subject which needs some parameters for our purposes; hence we limit the areas for learning to politics, society, and the basic confrontation between the Communist, capitalist, and philosophies of the Third World. Students should also have some skills in magazine research.

With Walt Rostow's Stags of Economic Growth as a foundation, the students will prepare to debate the future in a model United Nations.

OBJECTIVES: At the conclusion of this unit students will be able to:

1. Understand the basic functions and effects of capitalism, socialism, and other theories relative to industrialization.
2. Construct practical plans for solving political problems to be faced as a result of industrial events.
3. Estimate the future impact of present industrialized events and concepts to 21st century political and social development.
4. Devise alternatives to future conflicts involving Third World and Developed World areas.
5. Distinguish between material and idealistic forces behind industrialization conflicts.

QUESTIONS FOR DISCUSSION

1. What international problems related to industrialization will this generation have to face in the 21st century?

2. How will the U.S. meet challenges from the Third World for food, power, and consumer goods?

3. Do world-wide discussion and action organizations such as the U.N. produce significant advantages to justify their existence?

4. Will we master the technological, post-literate society; or will we become slaves to our machines?

5. Are there realistic solutions to poverty and economic related prejudice?

6. How will the U.S. react to nuclear blackmail from under-developed, have-not nations?

7. Is industrialization our enemy or friend?

RECORD THE DISCUSSION Play the tape back at the end of the unit at the banquet. Students will immediately sense how much they have learned.

Intellectual Skill Level*	Day	Classroom/or Homelearning	INTRODUCTORY ACTIVITIES
B1	DAY ONE IDEAS	C	1. Identify the criteria for each of the five stages of Rostow's Stages of Economic Growth.
B3		H	2. Develop a questionnaire for parents, using each word listed in Appendix A; i.e., "What are the major strengths of capitalism?"
B 1, 6		C	3. Examine the common assumptions that your friends have concerning the morals of South American or Asian peoples. Identify the myths and counter them with data.
B6		H	4. Compare industrial development in your city or area with any of Rostow's stages.
B6	DAY TWO TERMS	C	1. After dividing in groups, analyze and compare parental responses to the questionnaire prepared on Day One.

B1		H	2. Examine the major resources in Appendix B.
		H	3. Accurately identify terms from Appendix A using library resources.
Values		C	4. List derogatory ethnic or racial slurs against Third World nationalities. Examine the roots of such prejudices.
B5	DAY THREE NATIONS	H	1. Prepare a report for delivery to the model U.N. on the economic problems of a nation chosen from Appendix C. Include the predicted economic and political future of that nation.
B5		C	2. Classify your nation in one of Rostow's stages, after reading chapters three through six. (76 pages)
			A. Classify all the nations on Appendix C by import-export ratios.
			B. Classify the nations by political philosophy.
			C. Classify the nations in terms of military might.
B1	DAY FOUR ECONOMICS	C	1. Evaluate economic interdependence by dividing the class into developed, developing, or underdeveloped nation roles.
			A. Search for products which are unique to that nation; such as iron, cobalt, gold or oil.
			B. Choose one industry to built in the chosen nation; such as Coca Cola, G.M., or Magnavox.
W 14			C. Trade cards representing the materials of one nation for the materials of another necessary for the operation of the chosen industry. (Cards will be accorded a value representative of scarcity; such as five points for oil, two for wood, etc.)

B6			D. Discuss the methods employed to obtain cards.
B6			E. Explain why certain goods were necessary for the development of certain industries.
		H	2. Analyze the recollections of parents concerning the negative efforts of recession, depression, and inflation. Examine parent's tax records and compare earnings with recollections.
B2		C	3. Write an essay defending the Arab embargo of 1973 and defend ideas against teacher attacks.
W 14, B6 K2		C	4. Debate -- in economic terms -- the advantages and disadvantages of alliance systems such as the U.S., Nato, U.S.S.R. and the Warsaw Pact.
W 1, C 4 POLITICS	**DAY FIVE**	C	1. Imagine student is president-dictator of Argentina and has the choice of either maintaining an effective security apparatus for his own personal power or obtaining food for all his people. Which would the student choose, and why?
C 6		C	2. Every nation on Appendix C has had a revolution. Identify the economic causes of the political revolution in the nation which student picked in Day Three.
		C	3. Identify the barriers to solving these problems:
			A. Clean air vs. consumer good production.
B 4, K 4			B. Military weapons or agricultural funding.
			C. Harms of pesticides vs. increased agricultural production.
			D. Birth Control vs Religious Opposition.

DEVELOPMENTAL ACTIVITIES

B5	DAY SIX	C	**1. After reading Chapters seven and eight of Rostow (30 pages), write a well organized theme comparing problems faced by the U.S. and U.S.S.R. towards the Third World in the 21st Century.**
B6		C	**2. List three ways in which the U.S. and U.S.S.R. could cooperate to solve one or more problems involving the Third World. Be realistic.**
B4		C	**3. Analyze Malthus' essay on population.**
Values		C	**4. After researching the South American orphan problem, examine the effects of media-induced Western consumption habits on the political future of these nations.**
K4, B5	DAY SEVEN PERSONALITIES	C	**1. After assigning roles in a panel to Marx, Keynes, Gaddafi, Herbert Hoover, and Castro, discuss Third World problems.**
K3		C	**2. Imagine that the student is Lenin. How would he criticize or praise the modern Soviet policy towards the Third World?**
K3		C	**3. Imagine that the student is Mao. How would he react to the rapid changes in Chinese technological and political philosophy?**
B6		H	**4. Interview and record someone who has not mastered elementary technological repair such as dripping faucets, radiators, auto oil changes. List and analyze the reasons behind this failure to deal with a simple technology.**
B5		H	**5. Rewrite Castro's 1959 redistribution of wealth system eliminating the disadvantages which it caused and retaining the advantages.**

	DAY EIGHT		1. Film from Appendix D
B 3, 5	DAY NINE PREDICTIONS	C	1. Examine the recent literature on futurist studies for society and civilization. Where will the nation chosen by the student fit in the scheme of these theories (i.e., Tofflers' New Wave theory)?
C 4		C	2. Predict the economic and political relationships of your chosen country for 2000 A.D.
B 5	DAY TEN GOALS	C	1. Prepare resolutions for submission to the Model U.N. which outline your nation's problems and solutions to those problems.

CULMINATING ACTIVITIES

W 14, 16	DAY ELEVEN	C	1. Elect officers for the Model U.N. Allow delegates to introduce, defend, and debate copies of their resolutions in the assembly. Allow only a small percentage of the resolutions to be accepted (i.e. 11 our of 30. Reward those accepted.) See Appendix E.
W 14, 16	DAY TWELVE	C	1. After thirty minutes on resolutions, groups of countries with common purposes may caucus and make deals relative to vote trading.
	DAY THIRTEEN		1. Continue debate and voting.
	DAY FOURTEEN		1. A final report by the Secretary General summarizing the future of the Third World is offered.
			2. If possible, invite a member of the community from the Third World to address the conclusions.
			3. Award Speaker trophies.
	DAY FIFTEEN EVALUATIVE EXERCISES		1. Question a panel of 1. a judge or lawyer, 2. a minister, 3. a state social service worker, 4. a politician, 5. two industrialists with overseas

plants, 6. any federal government official. Pose quality questions.

2. Write an essay outlining the foreign policy direction the U.S. should take to solve the problems the student has examined. Be realistic. Submit these papers to coöperative professors at a nearby college or university for written comments.

3. Write the embassy where information was obtained (see Materials Appendix) and point out possible errors in their literature for discussion.

4. Have the students test the teacher.

EVENING OF DAY FIFTEEN
A banquet with a State Department Reception atmosphere. Play the recording of the discussion from the beginning of the Unit.

* B: Bloom's Objectives (1956)
K: Krathwohl (1964)
W: Williams

MATERIALS

(Books are in Appendix B, Films in Appendix D)

FOR THE STUDENTS:

1. Contact the local industries with branches in foreign countries such as major banks and textile corporations. Request information on corporate activities and relationships with these nations. An appointment would be necessary.

2. The Brookings Institute puts out a number of first-class studies.

3. For trade statistics:
Federal Trade Commission
Distribution Branch
Rm 701, 6th St., and Penn Ave., N.W.
Washington, D.C. 20580

4. The embassies in Washington and at the U.N. of your particular chosen nation will be happy to provide all manner of propaganda/information.

5. Some major cities have a chapter of the UNITED NATIONS ASSOCIATION. If not contact the COUNCIL ON INTERNATIONAL RELATIONS AND U.N. AFFAIRS, U.N. PLAZA, New York, New York.

6. UNC-Chapel Hill, N. C. Political Science Department often holds a Model U.N.

7. UNC-Charlotte, N. C. has an active foreign affairs program in the political science department.

8. Appalachian State, Boone, N. C. has an active student Model U.N.

FOR THE TEACHER:

1. All embassies are willing to send packets. Write the Cultural Attache. Sometimes an embassy will send a speaker on tour if you make contact months in advance. Lodging is generally provided by the host, but nothing more.

2. Much of the information provided by the embassies is self-serving but this gives the students an opportunity at critical thinking.

3. The Ford Foundation:
   Office of Reports
   320 East 43rd St., New York, NY 10017.
   Free Information, such as "Rationale for International Assistance to Population Programs in the Developing World #308." Or, "Confronting Man's Inhumanity, #390."
   Use school letterhead.

4. Your congressman will be glad to help if you are specific in listing your needs.

5. Free poster on different living standards around the world.
   National Federation of Independent Business
   Ed. Department, 150 West 20th Avenue
   San Mateo, California 94403

APPENDIX A TERMS TO KNOW

ARMS CONTROL
CAPITALISM
COMMUNISM
SOCIALISM
NUCLEAR PROLIFERATION

POPULATION CONTROL
MALTHUS
BALANCE OF PAYMENTS
BALANCE OF TRADE
RECESSION
DEPRESSION
BUSINESS CYCLE
THIRD WORLD
DEVELOPING NATIONS
DEVELOPED NATIONS
COST OF LIVING INDEX
TECHNOLOGY
ENTREPRENEUR
FEDERAL RESERVE SYSTEM
JOHN KENNETH GALBRAITH
GROSS NATIONAL PRODUCT
HEGEL
MARX
IMPERIALISM
ISOLATIONISM
PLANNED ECONOMIES
JOHN M. KEYNES

APPENDIX B BOOKS

(1) Extremely difficult but scholarly and classic:

The First Industrial Nation, 1700-1914, Methuen, 1969 by P. Mathias.

An Economic History of Modern Britian, 1929-38, J.H. Calaphan (". . . indispensable."

Essay on a Theory on Population, Malthus

Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present. Cambridge, 1969.

The Industrial Revolution, 1760 to 1830, Oxford, 1969. ("A brilliant introductory study."

The Economic History of Steel Making, 1939-59. Cambridge, 1961.

(2) More readable for the novice student in G.T.

The American Idea of Industrial Democracy, 1865-1965, Univ. of Illinois Press, 1970, Derber, Milton.

Rostow, Economics of Take Off Into Sustained Growth, 1964, St. Martin's Press.

Impact of the Industrial Revolution, Protest and Alienation. Englewood Cliffs, New Jersey, 1972.

Industrial and Economic Development in Brazil, Honewood, Ill., Irwin, 1964, Baer Werner.

The Third Wave, Toffler. ("Outstanding.")

The Futurists, Toffler.

The Challenge of Facts and Other Essays, William Graham Sumner.

(3) Examine these examples of magazine articles for ideas as well as searching for your own:

Military and Economy in Argentina, US NEWS AND WORLD REPORT, Oct. 15, p. 84, 1979.

African Economies at Collapse: Business Week, p. 100, Oct. 22, 1979.

Democracy in Brazil, Current History, p. 49, Feb. 1980.

The Future, Newsweek, p. 133, Nov. 19, 1979.

APPENDIX C NATIONS FOR STUDENT REPRESENTATION AT THE U.N.

THE UNITED STATES
EGYPT
BRAZIL
ARGENTINA
MEXICO
NICARAUGUA
CHILE
INDIA
THE PEOPLE'S REPUBLIC OF CHINA
THAILAND
PANAMA
COLUMBIA
NIGERIA
ETHIOPIA
PAKISTAN
IRAN
IRAQ
WESTERN GERMANY

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JAPAN
POLAND
CUBA

APPENDIX D FILMS

Industrial Revolution.	A description of two hundred years of industrialization, rental is $7.50 from the Univ. of Florida, Div. of Ed. Resources, Films, Tampa, Florida 33602.
Innocent Years.	Excellent, 1900 to 1914, the giants of American big business and politics. $11.00 rental, same source.
Rise of Big Business.	Carnegie, Rockefeller, Morgan. $12.00 same source.

APPENDIX E SUPPLIES AND MISC.

Plenty of stencils and paper, note cards for messages, brief outline of Robert's Rules of Order for each delegate, a camera, a tape player, messengers for delegates.

The Parliamentarian shall call any delegate out of order who does not express the character of his country.

City/school newspaper coverage usually easily obtained with a phone call. Most GT students love to ham it up.

If possible have a native of the Third World address your opening assembly.

Learning From The Composers

Susan Poteat

Learning From The Composers

Susan Poteat

A. INTRODUCTION

We all have talents and ambitions - things we are good at or enjoy doing. The problem is, how does one handle these talents? So many forces influence us and our talents . . . society, culture, family, and most of all ourselves. Many people throw their talents away because they cannot positively deal with these forces and the problems that come from them. It has been said that we can learn from other people by paying close attention to how they handle their successes and failures. Three examples are Johann Sebastian Bach, Wolfgang Amadeus Mozart, and Ludwig Van Beethoven - three of the most famous composers of all time. These men were born with exceptional musical talent, and we owe a great deal of our music today to them. Yet their lives were full of ups, downs, successes, and failures just like us.

The purpose of this study is to enable students to understand their talents and how to deal with them by learning from these great composers. An in-depth study of the composers' lives will help students compare themselves to these men and learn how they, as young people, can rise to greater heights by following (or sometimes not following) the examples of Bach, Mozart, and Beethoven.

This is an especially important topic of study for the gifted student because he has exceptionalities that may compare to these composers, whether these talents be in music and/or other areas. He may also need help in dealing with problems that arise because of his talents. The gifted student probably has a musical talent or at least an interest in music and thus may easily identify with these composers. A study of famous composers is also an avenue that is rarely taken, so this may be fresh material. This study, however, is not only for the gifted classroom, if modified slightly it fits well in the regular classroom as well. All students have talents, ambitions, and goals, enabling them to learn from these three great historical figures.

This unit is designed for junior high students covering a four week period. It can be correlated with Music, Social Studies, English, Art, and Humanities courses.

B. OBJECTIVES

At the conclusion of this unit, students should be able to:

1. Identify characteristics of Bach, Mozart, and Beethoven (i.e., personal habits, dealings with problems, successes, and failures).
2. Identify their own talents.
3. Identify and understand significant historical influences on the composers' lives (i.e., The Reformation).

4. Compare historical and cultural influences of the composers' days to influential events today (i.e., the Recession, Arms Control).

5. Evaluate their own ambition and industry as they compare themselves to the composers.

6. Discover ways to positively deal with a handicap and have empathy for those who are impaired.

7. Devise a method to deal with problems as they arise.

8. Determine how music affects them.

9. Evaluate how family affects them.

10. Evaluate ways to handle exceptionality in relationships with others.

11. Devise and evaluate their own goals based on their talents, industry, ambition, and discipline.

C. ACTIVITIES

Introductory:

1. Bring a speaker to class who knows a lot about the three composers.

2. Show portions of movies or filmstrips that depict the lives of the composers. (See Appendix)

3. Have library time where the students can research the three composers. Each student will devise 10 (or more) "Jeopardy" questions (dealing with interesting facts of the composers) to be used in a later activity.

4. Listen to famous works by the composers.

5. Discuss various talents of the students. Take a "Know Your Talents" test. (See Appendix)

6. Make a class mural of a map of Europe. Indicate where the composers were born, important cities that influenced them, etc. The perimeter of the mural could be decorated with music terms, symbols, pictures of the composers, etc. This project can be added to throughout the unit.

Developmental:

Discussion Questions

1. Do you think Mozart resented being toured around Europe as a child prodigy? What if his father had not done this?

2. How do you think Beethoven felt when he began going deaf? What if he stopped composing when he went totally deaf?

3. Bach was deeply devoted to sacred music, totally different from his family. How do you think this affected his relationship with his family?

4. Why do you think Bach insisted that his students use all their fingers when playing the organ? (The custom was to rarely use the thumbs and little fingers.) How can this apply to our own talents.?

5. The most joyous music that Beethoven wrote was written during one of the most "down" times of his life. How was this possible? How can we apply this to problem times in our own lives?

6. A characteristic of all three composers was a sense of humor. Why was this necessary for them and why is it necessary for us?

7. What if Beethoven had not gone deaf?

Homelearning Activities

1. Beethoven went deaf after having his hearing for many years. Go without one of your senses for a day (go blind-folded, for example). Write an essay on how you felt, the obstacles you came across, things you take for granted, etc.

2. Produce a tape of one of the composers' lives. Include his characteristics, places he visited, family life, social influences, etc. Possibly use some of his famous works as background music.

3. Listen to a famous work by one of the composers. Write a poem on how you think he felt when he wrote the piece. Rely solely on the music alone and not written facts about the work.

4. Research a musician of today who is dealing with a handicap that may affect his or her music (i.e. Ray Charles or Stevie Wonder). Write a letter from Beethoven to this musician, giving him some pointers on how to deal with his impairment.

5. Keep a journal of the types of music you listen to and how the music makes you feel. How important is music to you? How much time do you spend listening to or participating in music?

6. List as many adjectives as you can of the three composers. Circle the ones that apply to you. Star (*) the traits you would like to have. Mark an **X** through the ones that you do not want to apply to you.

7. Summarize the major news stories (especially national or international news) from TV and the newspaper. How can these events affect us today and in the future? If one of the composers was living during these events, how would he be influenced by them? Write an essay on your findings.

8. Make a collage of your talents. Use magazines, newspapers, etc. for the work. BE CREATIVE! LET IT EXPRESS WHO YOU ARE! Display in class.

9. Make a time-line of one of the composers' lives. Include date and place of birth, significant events, and time, place, and cause of death.

10. Read a book about one of the composers. Write a book review.

Independent

1. After researching Mozart's father, you and a friend prepare a debate between Mozart and his father. Discuss issues about the father being too rigid, demanding, and not allowing Mozart to be a kid. Present to class.

2. Interview people with a handicap. Discuss how they have handled their handicap, problems that have come about, and goals they have set for themselves despite the impairment. Make a video of these people as a motivational inspiration to the class.

3. Though the composers were musically gifted, they still had to work hard to be the best musician they could be. After researching the industry, ambition, and discipline of the composers, compare their traits to your own life. How can you improve on these areas? Write a poem predicting what your life would be like if you greatly improved your industry, ambition, and discipline to your talents.

4. Since no one can escape having problems in their life, devise a plan or system to use in positively dealing with problems as they arise. Talk to professionals who may specialize in this area, then come up with your own plan.

5. Choose a historical event in Bach's time and a current event. Compare the two and write a newspaper article on how these events can influence our lives and goals. Keep in mind that space is limited in a newspaper.

6. Mozart was greatly influenced by his exceptional family, yet Bach chose not to follow his family's footsteps. (They wrote secular music; he wrote sacred music.) Pretend you are one of these men and prepare a speech about how you were affected by your family and your feelings regarding the matter. How can one positively deal with family? Present to the class.

7. All three composers were extremely exceptional and sometimes had a hard time in their relationships because of this. Write a play or musical of when the three composers (at your age) attended your school for a week. Include how they related to your classmates and how the students related to them. Show how the school worked together to deal with each others' exceptionalities and differences.

8. If you knew you could devote yourself to any single occupation and be among the best and most successful in the world at it, what would you choose? If you knew you had only a 10% chance of being so successful, would you still put in the effort? Write an essay on your feelings. Discuss this with a classmate and evaluate each others' findings.

Culminating:

1. Present the play (Independent #7) to the school or PTA meeting.

2. After reviewing your talents, what goals would you like to accomplish next week? next year? in five years? in twenty years? Make a list.

3. Present the handicap video to another class and discuss it afterwards among the two classes. (Independent #2)

4. Put Independent #5 in the school newspaper or the editorial section of the local newspaper.

5. Invite schoolmates, teachers, and parents to an "Open House" of your classroom. Display artwork, essays, poems, etc. throughout the room for viewing. Allow students to make speeches on what they have learned and how the audience can learn from the composers, too.

6. Form a before-school, after-school, or lunch-time "Round Table" for students to discuss talents, goals, and problems they are dealing with. This can act as a support group for students. Involve any students throughout school who want to participate.

7. Have a school-wide talent show. Let Bach, Mozart, and Beethoven be the "Emcees" for the event.

D. EVALUATION

1. Play "Jeopardy" using the questions in Introductory #3. The teacher can give x amount of points for the correct answers or devise another method of rewards.

2. Have the school guidance counselor evaluate the goals set by the students (Culminating #2). Allow time for an individual meeting with the counselor and the student.

3. Have participants of the "Open House" fill out an evaluation form designed by the students to find out how well the projects were done.

4. Have a debate coach come in to evaluate the debate between Mozart and his father. (Independent #1)

5. Present the plan (Independent #4) to a psychologist for evaluation of relevance and effectiveness.

6. Have the principal and teachers evaluate the play presented to the school. (Independent #7) This evaluation form is to be designed by the teacher.

E. MATERIALS

1. video and audio equipment
2. speaker (s)
3. films, filmstrips (see Appendix)
4. Library
5. records (see Appendix)
6. "Know Your Talents" quiz (see Appendix)
7. opaque projector
8. mural paper and art supplies
9. TV, newspapers, magazines

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Field, Lawrence N. (1943). Johann Sebastian Bach. Augsburg Publishing House, Minneapolis.

Grout, Donald Jay (1980). A History of Western Music. W.W. Norton and Company, New York.

Hayes, Donald G. (1983). "Motivation and Discipline: A Rating Scale For Parents." G/C/T, Sept./Oct.

Stock, Gregory. The Book of Questions. Hand-out from Donald Hayes, Lenoir-Rhyne College.

G. APPENDIX

A. Films and Filmstrips

1. "Johann Sebastian Bach"
   Series - Great Composers and Their Music
2. "Amadeus" - movie, available in most video stores.
3. "Mozart Plays for the King" - available in most public school or country media centers

B. Books

1. Bach's World by Jan Chiappusso, University Press, Indiana (1968).
2. The Bach Family (seven generations of creative genius) by Karl Geiringer, Oxford Univ. Press, New York (1954).
3. The Beethoven Reader by Denis Arnold, W.W. Norton, New York (1971).
4. Beethoven's Letters Edited by A. Eaglefield-Hull, Dover Publications, New York (1972).
5. Mozart by Manuel Komroff (publishing company not listed)
6. Beethoven: Biography of a Genius by George A. Marek, Funk and Wagnails, New York (1961).

C. Texts

The World of Music, Silver Burdett and Ginn Music Series (1988)

Grade 7 - Pupil Book p. 37 (Mozart)

- Teacher Book p. 46 (Beethoven)
- Pupil Book pp. 48-51 (Beethoven)
- music packet also available

Grade 5 - Pupil and Teacher books pp. 138-139

Grade 4 - Pupil and Teacher books pp. 130-131

D. "Know Your Talents" quiz

1. List 5 things you enjoy doing and are good at. Be honest with yourself. This is not the time to be modest!
2. What do other people say you are good at?
3. As of right now, what occupations interest you as possible future careers?
4. Of the above careers, why does each one interest you? Be specific and honest.
5. Write your own epitaph:

   Draw a tombstone and write your name, birthdate, and date of death (today).

   Down below the tombstone, briefly list three accomplishments so far in your life.

   Briefly list the three top things that you wish you had accomplished.
6. How do the above accomplishments fit in with the interests that you listed in questions one and two?
7. After completing these questions, write your thoughts in paragraph form on how you view yourself. Basically, just tie all the questions together and write down any thoughts and ideas that you did not put down in the questions that would be helpful in knowing what your talents may be.

E. Teacher study helps on the composers

Bach:

- Constantly wanted more music to learn after he quickly mastered previous pieces.
- led a quiet and industrious life
- not wealthy
- deeply religious, pious, dedicated to sacred music
- Went on his own at age 15 to "conquer the world"
- curious, ambitious, unafraid
- constantly watched the experts to improve his music
- He was never a great teacher.
- He got so engrossed in his music that he sometimes forgot his priorities.
- He was quite mischievous.
- He did not stoop to showmanship to attain his popularity.
- Almost none of his works were published until after his death.
- He was a devoted family man.

Mozart:

- He was a fun-loving, practical joker until it came to music.
- unnaturally obedient
- was on tour from ages 6 - 15
- produced first minuet at 6
- very industrious
- He composed in his head and then wrote the music flawlessly on paper. He could even carry on conversations while he composed.
- 1782 - had few pupils, family expenses went up, health declined, had no job
- his music did not reflect what was happening in his life.
- died a pauper

Beethoven:

- music was his personality
- wrote music with great difficulty
- went deaf in 1820

People Who Changed History

Mickey Parks

People Who Changed History

Mickey Parks

INTRODUCTION

The purpose of this unit is to help students evaluate goals and accomplishments of famous people which will help them assess their own personal goals as they become contributing citizens. It is an important unit of study because it will strengthen individual self-worth and personal values as students build relationships with each other, their families, and their communities. It is also an especially good topic for gifted students because it will develop higher level thinking skills and bring to light the fact that their talents are many and therefore require maximum development.

This unit is designed especially for fifth grade social studies but could easily be correlated with all subjects. The activities included are geared mainly toward people and events that are covered in the fifth grade social studies, health, and science curriculum. The unit is planned for use during a six week period, following the study of the Age of Exploration. With expansion it could continue for an entire year.

OBJECTIVES

At the conclusion of this unit students will be able to:

1. Collect information through research.
2. Identify an event in history and understand its influence in present ways of living.
3. Locate and gather information through interviews, questionnaires, surveys, and other resources.
4. Recognize and compare characteristics and qualities of creative/ productive individuals.
5. Create and assemble an invention that will affect the future.
6. Predict changes that will affect history.
7. Formulate a list of short range and long range goals for themselves.
8. Categorize a significant event in history as having been caused by economic, social, religious, or political factors.

INTRODUCTORY ACTIVITIES

1. Brainstorm a list of people who are responsible for changing history. Classify these people into specific fields according to their accomplishments. (Economy, space, medicine, political, inventors, etc.)

2. Read from the fifth grade basal reading text (Riverside Series) "Famous Firsts." Discover some of the records set by young Americans. What characteristics do all of the young people have in common?

3. Read from the fifth grade basal reading text "Jeanette Rankin: First Woman in Congress." She became a member of Congress to work for the causes in which she believed. Describe some other ways a person can work for a certain cause. Discuss woman suffrage and note difficulties she had trying to become elected to Congress.

4. After studying the unit on "Age of Discovery" list several explorers and explain how they changed history. Recognize common characteristics of these people. (Risk takers, creativity, independency)

5. Invite "Ben Franklin" to come as a speaker for the class.

6. Pick a topic from a hat including medicine, communication, presidents, recreation, blacks, women, etc. Uncover the topic by going to the media center and doing research. Find people who were important in changing history under these topics.

7. Discuss what a history changing event is. What are the outcomes resulting from these actions?

8. List some negative and positive ways history has changed.

9. Show the following filmstrips:
   "Ben Franklin"
   "Robert Fulton"
   "Samuel Morse"
   "Eli Whitney"

10. View the film "Ben and Me." Discuss Franklin's inventions seen from the viewpoint of a mouse.

11. Brainstorm a list of people who have been important to your community. What impact did they have on the community?

DEVELOPMENTAL ACTIVITIES

1. Research the life of persons. What did each contribute? How would our lives be affected if this person or event had not occurred? Contrast life before and after the event occurred.

2. Write a journal (for a week or two) of a famous person. Date each entry, tell the events that happened, and express your opinion of the event.

3. Design a scrapbook of "Famous Firsts."

4. Write the front page news story concerning famous person's achievements.

5. Survey to find the most important inventions in history. Prepare a graph to show the results. Why were these inventions chosen?

6. Dramatize important moments in the life of these people. Prepare a script by using texts, encyclopedias, and other available resources.

7. Produce a filmstrip about famous persons. Write and record a narrative to be used with the filmstrip.

8. Create an epitaph for a person's tombstone. Make a model.

9. Write clues for word finds or crossword puzzles that will include vocabulary and concepts about a person or invention.

10. Design an "American Portraits" guessing game. Choose famous Americans that have changed history. Write clues for others to identify these notable figures. Choose names that are a little less known so that a wide variety of famous Americans is represented.

11. Sculpture a life-size head or figure from modeling clay or any other material.

12. Plan a T.V. show called "They Were the Firsts" in which record holders are interviewed about their record performing events. Create a questionnaire to be used in the show.

13. Design a magazine ad for an invention.

14. Construct a time line and include important history changing events.

15. Predict inventions that will occur one hundred years from now. Justify your reasons.

16. "Visionaries in Focus" - Men and women who have the power to see the world a certain way and who possess the courage to act on their visions are called visionaries. History remembers both the negative and positive visions as well as people who first envisioned them. Beside each visionary's name describe the vision and note whether it did indeed change the world for better or worse.
    A. Martin Luther King, Jr.
    B. Robert Goddard
    C. Karl Marx
    D. Susan B. Anthony
    E. Jonas Salk
    F. Walt Disney
    G. Eleanor Roosevelt
    H. Thomas Paine

17. Write a feature story or magazine article about a ten-year old President of the United States, a six-year old school principal, or any such first. The story should describe the individual-personality, hobbies, appearance and tell how the person's size and age affect on-the-job performance.

18. Imagine you are living in the early 1900's. Divide the class into two groups. One group is in favor of woman suffrage and the other is opposed to it. Groups will prepare arguments in support of their positions and select individuals to present each side of the issue in a debate. The class will vote on which group presents its arguments best - not necessarily which side they agree with.

19. There were many famous advocates of equal rights for women during the late nineteenth century and early twentieth centuries. Research at least one of the following:
    A. Jane Addams
    B. Susan B. Anthony
    C. Lucretia Mott
    D. Elizabeth Cady Stanton
    E. Lucy Stone
    F. Carrie Chapman Catt

    Discuss your findings with the class.

20. Produce an outline map of the United States showing the date when each state granted women the right to vote. Make some generalizations about the subject based on the map.

21. Compose a biography of an important person. Design a book cover and place it in the media center for students to check out.

22. Compare and contrast Neil Armstrong's first step on the moon to Columbus's first step on the New World. How did these events open new opportunities for man? What characteristics did these two men share?

23. Compare Abe Lincoln or George Washington with a president who did little to change history. Uncover reasons for success or failure.

24. Pretend you are Christopher Columbus. Write a business letter to King Ferdinand outlining your plan to reach the East by sailing west and tell him how he can help you.

25. Keep a scrapbook of current events and people who are changing history today.

26. In some states drivers can order special license plates for their cars. They can choose the letters, words, and/or numbers they want on their license plates. The only "catch" is that there cannot be more than six letters or numbers on a plate. Design a license plate for a famous person.

27. Before inventions and technological changes came to be much a part of daily life, inventors were often looked upon as strange people who had visions of things that were impossible. The first results of their work were likely to be crude devices much poorer than those already in use. When inventors sought money to develop their inventions and make them practical, they were laughed away. Discuss evidences of this. What were some of their obstacles?

28. Given a list of ten people, decide their importance and rank them in order. Justify your reason.

29. List inventions important in the following:
    A. Farming
    B. Communication
    C. Transportation
    D. Business

    Organize them on a time line.

30. Report on George Washington Carver, Luther Burbank or another agricultural scientist. Emphasize how the person's work has aided commercial farming.

31. Discuss changes in flight over the past eight years.

32. The idea behind the Model T was to design a car that could be built cheaply and in great numbers so many people could afford to buy one. Was this a good idea? What do you think the automobile of the future will look like? Will it run on gas? Design a car of the future. Include a description.

33. The first person to step on the moon was an American. Make a list of Americans who have flown in space. Tell what each did. Begin with Alan B. Shepard.

34. The movement for human rights and equality is a process that has gone on throughout history. Formulate a list of people involved and list their contributions.

35. Following research, students will write a paper entitled: "Ten Bloopers That Changed History," including an analysis of why the bloopers occurred and their consequences. Students will then write "Ten Bloopers That I Have Made." After writing an essay on "Why I Shouldn't Take Myself Too Seriously," ideas will be shared.

36. "Victory in Defeat" - Students will read accounts of persons who experienced defeat but learned from the experience and eventually became winners. Students will then write a paper titled "The Winning Losers" in which they describe "losing" events they have had and how they learned from them.

37. "When Precision Counts" - Students will identify a series of things in which they desire perfection, e.g., brain surgery, bank account, NASA space launch. A discussion will be held on our quest for perfection - why it must be pursued and why we must acknowledge our inability to achieve it. Students will then write a humorous paper: "Why I'm Glad I'm Almost Perfect - But Not Quite!!"

38. "Bullseye and Almost" - Students will research history's most famous occurrances (or almost) of perfection, e.g., world records, Miss America portrait, absolute dictatorship. Students will then analyze what happened: the record was broken, Miss America aged, the dictator was overthrown. This will be followed by a discussion of perfection and change - and the inevitable disappointments the perfectionist will experience and how we must learn to cope with our fallibility.

39. The following is a quote from Thoreau. Explain its meaning as it refers to man's everyday life. "If a man does not keep pace with his companions perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

40. Given a list of people in your community that have been leaders, conduct a first person interview to find out what it took to break new ground.

41. "Visit to the Twentieth Century" - Your famous American is coming to visit you today. What a surprise and a shock to see the changes that have taken place. You have only three days to share your 20th Century world. Choose three places that you think would be of special interest. Choose carefully considering all interests, hobbies, or activities of your famous American during his or her lifetime.

SAMPLE ACTIVITY:

Plan a trip itinerary for Thomas Edison.

STOP OFF #1 - APPLIANCE STORE

Imagine Edison's amazement to see that electricity provides the power to run a refrigerator. T.V. as an electrical based source of entertainment will astonish him. Replacing heavy metal irons which were heated over coals with an electrical model which shoots out steam caught his eye. The use of electricity as a source of heating and air conditioning was beyond his wildest dreams. Christmas decorations were enough to make his head spin. Electrical stoves, toasters, blenders, a freezer, and a washing machine were all major mysteries. What do you think he found most amazing?

STOP OFF #2 - ENTERTAINMENT CENTERS

While the shock is wearing off, let's head Thomas Edison on a tour of mini -stops to various entertainment centers to see what electricity has done for leisure time. Add two more examples of fun things which are powered with electricity.

STOP OFF #3 - ______________________________

It's all yours. You choose the last leg of the trip. Illustrate and describe what Thomas will see.

CULMINATING ACTIVITIES

1. Develop a mathematical equation for a history changing event.
2. Design a political cartoon which would highlight one person's changing of history.
3. Imagine the year 2000. What event might be accomplished by any person? Predict their role in changing society.
4. Pick the year you were born. Formulate a list of people who changed history that year.
5. Invent a creation that would change history in the future. Explain and build a model of it.
6. Compare a recipe of characteristics common to history changing people.

EVALUATION ACTIVITIES

1. Students will work in groups to prepare a script on "People Who Changed History." They will design costumes and build props. Student-made posters will be placed throughout the school inviting classes to attend the performance. There will also be a display of projects completed for students to view. Student-made evaluations will be prepared and distributed to other classes to determine how successful their presentation were .

Pieces Or Peace?
A Study of Destructive Aggression and Its Alternatives

Meredith Ebert

Pieces Or Peace?
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INTRODUCTION

Americans are aggressive people. It is that aggression that drove the settlers westward. It is that aggression that raised Andrew Carnegie from a 20-cent-a-day bobbin boy to a $500,000,000 steel magnate. It is that same aggression that pushed swimmer Mark Spitz the extra few feet he needed to capture his fifth Olympic Gold Medal. American aggression has made real American dreams. However when aggression changes from attacking the situation to attacking the person, it becomes destructive. It becomes violence.

Violent crime is rampant in our society. Daily we are confronted by headlines about murder, robbery, and kidnapping. We are bombarded by television shows and movies depicting violence in all its sensational blood and gore. Products of psychological violence lie in the deserted doorways of our tenements and line the crowded hallways of our mental hospitals. Too much violence in a society can undermine and destroy that society. It is only through a thorough knowledge of the causes and effects of violence that one can discover alternatives and, consequently, change behavior.

This unit is especially appropriate for use with gifted and talented students because of their unique ability to problem-solve and engage in productive thinking. America has a problem. We look to the gifted and talented -- our future leaders -- to find a solution.

This unit is designed for junior high students in language arts and social studies. The unit can be used over a four to six week period. A copy of the Lord of the Flies and The Terminal Man must be available for each student. The reading assignment of these books should be made early enough in the unit to allow the student to complete the book before discussion.

OBJECTIVES

At the conclusion of this unit, the learner will be able to:

1. Clearly define the meaning of violence.
2. Identify examples of violence in today's society.
3. Distinguish between the three theories of the cause of destructive aggression.
4. Appraise the effects of media on behavior.
5. Compare the effectiveness of violent protest with nonviolent protest in producing social change.
6. Display characteristics of a peacemaker when confronted with conflict.
7. Recognize the increase of violence in our society and predict a possible trend for the future.
8. Discover ways of coping with frustration and disappointment in a positive manner.
9. Propose a plan for reducing violence in America.

10. **Judge the value** and consequences of using mind-control on the **criminally insane.**
11. **Evaluate the use of gun-control to inhibit** violent acts.
12. **Analyze the enjoyment** of violent sports.
13. **Judge the justification of violence.**
14. **Integrate the study of child rearing** practices in the non-aggressive **societies into a plan for decreasing** violence in America.

INTRODUCTORY ACTIVITIES

1. Brainstorm the meaning of violence. Compile a list of examples of violence in our society, e.g. child abuse, violent sports, murder, etc. Discuss what constitutes a violent act. Is an act that causes psychological damage a violent act, e.g. ridicule, gossip, harassment? Are self-destructive acts a form of violence, e.g., alcoholism, drug abuse? Consider the question: Is euthanasia a violent act? Discuss the possible consequences on our society if euthanasia were legally and ethically approved.

2. Take a current newspaper and circle each article which reports a violent act. Classify the stories by headlines grouping them in the following categories: 1. Criminal Violence, e.g. murder, rape; 2. Civil Violence, e.g. riots, mobs, strikes; 3. International Violence, e.g. ridicule, gossip. Now cut all the stories of violent acts out of the newspaper. What percentage of the paper remains? What conclusions can be drawn from this, e.g. increase in crime, public demand for sensational stories, etc?

3. Research at least fifteen events involving violent action that have had an impact on American history, e.g., Boston Tea Party, Nat Turner Rebellion, Assassination of Martin Luther King. Choose one of these events and erase it from American history. Write a paper describing how America would be different if this event had not occurred.

4. Have the student write down all the examples of violence that he has personally witnessed this week. List ways he can think of that these violent acts could have been avoided. Save this activity for a post-unit comparison and evaluation.

5. Plan a game in which everyone in the class forms a tight circle. One person will remain outside the circle. Note what method is used to enter the circle. Discuss the feelings of the person left out, e.g. frustration, anger, etc. Now play the game again using a non-violent method to enter the circle. Brainstorm as many non-violent methods as possible to enter the circle, e.g. asking.

6. Research each of the following time periods in American history. 1665-1775; 1800-1899; 1900-1982. Collect historical and news sources about violence in each period. Note which time period was the most violent. Has destructive aggression increased in America? Re-examine the violence in each time period and indicate which examples are of civil strife and which

are of personal aggression. Are Americans more violent toward one another in this century? Add to his chart the time period, 1982-2000. Hypothesize how the chart will appear. Record his hypothesis on the chart. Does he consider the present administration's policies, e.g., national budget, strengthening of arms, cutbacks in social programs, etc. a deterrent or a contribution to an increase in violence in the future?

7. Read the short story "The Weapon" by Fredric Brown (see appendix). Analyze Niemand's motives for his gift to Harry. Discuss whether the development and possession of an ultimate weapon ensures peace or jeopardizes it.

8. Participate in a class discussion about the three theories of the cause of destructive aggression: 1. Man is innately predisposed to violence, 2. Violence arises out of frustration of human drives, goals or desires, 3. Violence is learned.

DEVELOPMENTAL ACTIVITIES

1. a. Discuss Lord of the Flies by William Golding. Determine which of the three theories of the causes of violence the author supports. Choose one of the main characters in the book, i.e. Ralph, Piggy, Jack, Simon, Roger. Write a character study tracing the change in the boy's personality and values as the civilization of the group disintegrates. Answer the following question based on a hypothetical situation -- You are stranded on the island with the boys in Lord of the Flies. Which of the boys would you choose as a friend? Would your choice of friends change as values deteriorate?

   b. Write a paper drawing parallels between the isolation the boys felt on the island and the social isolation felt by many Americans today. Discuss possible causes of social isolation and alienation in America today, e.g., the "bigness" of everything, disruption of family life, impersonality, fear, greed, apathy, permissiveness. Based on this comparison, draw conclusions about the increase in violence in America.

   c. Delay the rescue of the boys for five years. Write an epilogue to the novel telling what the rescuers find on the island after five years. Discuss what future visitors to earth will find here if social isolation and alienation worsen in our society.

2. Read the poem "Harlem" by Langston Hughes (see appendix). Study the following dramatic situation: John has always dreamed of becoming a professional football player. After a successful high school and college career, he is drafted by the Miami Dolphins. After weeks of grueling practice and training, John is told by the manager he has been cut from the team. Using one of the lines from Hughes poem assigned by the teacher, join one of six groups and create a short story relating how John coped with "a dream deferred." Read and discuss the stories with the class. Share

with the class personal disappointments and frustrations and how they were handled. Give examples of groups of people in our society who have been so frustrated that they have reacted to it with violence, e.g., prisoners, blacks, draft resistors, the American colonists.

3. Read the views of Martin Luther King, Jr. and Mahatma Gandhi on violent and nonviolent protest. Write a paper comparing those views with the views of Bobby Seale and Malcolm X. Discuss the question, "Does political violence produce social change?" Research each of the following examples of political violence. Follow up several incidences and determine if social change occurred.
   a. Prison riots, e.g., Attica
   b. Ghetto riots, e.g., Watts
   c. Protest by the poor
   d. Civil Rights, e.g., Detroit Riot
   e. Labor strikes, e.g., Molly McGuire
   f. War protests, e.g., Chicago, 1968.

4. Brainstorm as many forms of dissent as possible that do not use violence, e.g., picketing city hall, writing letters to newspapers, passing out handbills, striking. Determine if peaceful strike by doctors, policemen, air traffic controllers, or firemen could be a form of violence.

5. Examine pictures of violent sports events, e.g., boxing, professional wrestling, etc. Discuss the reasons why people attend these events. Is violence necessary for a sport to be enjoyable? Draw comparisons of violence today in sports with violent games in the past, e.g., gladiators in Rome, cockfighting. Write a description of The 2050 Olympics. Suggest some games that might be played, e.g., the Decapathon -- the winner of this sports event is determined by the number of spectators' heads he can lop off in a 60-second time period.

6. Visit a toy store. Have the student make a list of all the toys and games he sees that encourage violence, e.g., guns, G.I. Joes, super heroes, etc. Share his findings with the class. Take a variety of both violent and non-violent toys to a kindergarten. Observe which toys the children prefer. Discuss what aspects of violent toys appeal to children, e.g. action, imagination stimulant. Create a non-violent toy or game with these aspects.

7. Discuss the increased popularity of video games, e.g. Pac Man, Asteriods. What effect are these games having on our society? What are the implications for the future? Write a Science Fiction story about a war in the future waged by computers.

8. Conduct a "Nielson" rating, limited to Saturday morning cartoons. Rate the top ten programs. Watch each of the top programs the following Saturday. Record the number of violent acts. Categorize these acts according to kind, e.g., killings, assaults, kidnapping, etc. Make a bar graph depicting your findings. Discuss the possibility that observing violence creates violence.

9. Imagine a visitor from Mars has only American comic books to evaluate life on earth. Write his report to his fellow Martians about earthmen.

10. Brainstorm and list people that have been considered mentally ill and have committed violent crimes, e.g., Richard Speck, Charles Manson, John Hinckley. Discuss the use of mind-controlling drugs on the criminally insane. List other possibilities of mind-control in the future, e.g., psychosurgery, electrical brain stimulation, etc.

11. a. Having completed the reading of The Terminal Man by Michael Crichton, discuss the following questions:
    1. When Benson becomes a terminal man, is he human or is he a computer? What about a man who wears a pacemaker?
    2. Who or what is responsible for Benson's violent behavior in "Breakdown?"
    3. What are the differences in computerized humans and humanized computers?

    b. Revise the end of the novel and allow Benson to live. Conduct a trail of Harry Benson. One group of students will defend Harry for his violent acts. The other group will act as the prosecution. The rest of the class will be the jury and render a verdict. Draw conclusions about the legal and moral problems that could occur if mind control were an accepted practice.

12. Conduct a T.V. talk show based on the format of the Phil Donahue show. Become part of a panel that supports the enactment of gun-control legislation. Choose a student to be the moderator. Research thoroughly arguments for gun control. Be prepared for questions from the audience.

13. Conduct another T.V. talk show using a similar format. This time the panel will be members of the National Rifle Association. Following research on NRA viewpoints, be prepared to support such statements as "If guns were outlawed, only outlaws would have guns," and "Firearms have been a far greater force in keeping law than breaking it."

14. Research one of the following non-literate societies that are noted for their unaggressiveness. Study in particular their methods of child rearing, e.g., use of physical punishment, parental responses to aggressiveness, physical affection, amount of control or direction.
    a. the Tasaday of the Phillipines
    b. the Punan of Borneo
    c. the Hadza of Tanzania
    d. the Australian aborigines
    e. the Semai of Malaya
    f. the Papago Indians
    g. the Hopi
    h. the Pueblo peoples
    i. the Tahitians

With the class, compare each of the societies, noting similarities in child rearing practices. Which of the theories for the cause of destructive aggression seem to be supported by these societies? Does the success these societies have in teaching non-aggression suggest a possible solution to violence in America?

CULMINATING ACTIVITIES

1. a. Read the poem "I Knew This Kid" by James Kavanaugh (see appendix). Discuss with the class whether parents and society push boys into playing violent sports in order to prove their manhood.

   b. Assume the roles of the boy and the father and create a scene between the two at the beginning of football season.

   c. Write a biography of "this skinny little kid" predicting what type of man he will become. Write another biography of "this skinny little kid" if he had not played football. With the class, compare the two biographies, pointing out the effects, positive and negative, violent sports have on the participants and spectators.

   d. List other ways children are pushed into violent activity, e.g., peer pressure to use drugs, frustration from inhuman living conditions, etc.

2. a. Consider the role that the rebel has played in history. Assemble a mini-biography on one of these rebels who made a significant contribution to mankind. Discuss the following questions: How would a future society which uses mind-control to control deviate behavior treat the rebel?

   b. Write a short story in which the central character is a rebel in a future society that refuses to accept any form of deviant behavior.

3. Join one of two groups of students chosen by the teacher and engage in a debate. Taking an assigned position, argue the question, "Is violence ever justified?" Consider the following: mercy killing, attack on the country, fighting with a burglar, protesting human conditions, etc.

4. The class will be divided into six groups. Each group will be given one of the following situations. Devise a skit dramatizing the situation and present it to the class. After each skit join the class in judging if violence is justified in each case.
   a. A purse snatcher grabs an elderly woman's purse. Passerbys chase the purse snatcher and beat him until he releases the purse.
   b. The building they live in is unsafe. The tenants complain to the landlord and refuse to pay their rent. They are evicted. Later the tenants return and set the building afire. The structure is demolished but no one is hurt.

c. The police have arrested a notorious member of the Mafia. They torture and beat him until he tells some important Mafia secrets. Afterward the police arrest several professional murders.
d. A man has been elected President of the United States who could endanger the whole political system of the United States. Someone tries to assassinate him.
e. A little boy in anger pushes his younger sister down the steps and breaks her leg. The parents spank the boy severely.
f. Two ethnic groups are "rumbling" in a public street. Police arrive and use tear gas and club fighters until they stop.

5. Study the teachings of Ghandi and King. Compile a list of eight characteristics of a nonviolent peacemaker. During the coming week when faced with anger or temptation to either participate in violence or be apathetic toward it, test one or more of these characteristics. Make a report to the class on the experiment in nonviolent peace making behavior, listing problems, results, new insights, new resolve.

EVALUATION

1. Have the student write down all the examples of violence that he has personally witnessed this week. Using the knowledge gained in the unit, examine one of these acts of violence and discuss possible causes and effects. In a brainstorming activity, make a list of all the ways that this violent act could have been avoided. The teacher will compare the results of this activity with those of the similar introductory activity. The learner will be evaluated on the knowledge and the creative problem-solving skills that he has gained from the unit.

2. Write an essay drawing comparisons between a terminal man whose feelings and actions are determined by electrodes in his brain and a child who is constantly bombarded by violence on television and movies. Is the latter a form of mind control also?

3. Invite a psychologist to class to speak on the causes and effect of violence. Compile a number of investigative questions to ask him indicating basic knowledge learned from the unit. The teacher will evaluate the learner on content and scope of questions asked.

4. Have the student become a member of a task force appointed to investigate and find solutions to violence in America. On the committee are psychologists, anthropologists, criminologists, historians, sociologists, clergymen. Devise a plan to reduce violence in America, e.g., censor violence in media, treat the mentally ill, enact gun controls, etc. Write a report of his findings and suggestions. The report will be evaluated for display of knowledge, and diversity and creativity of suggestions.

SUPPLEMENTAL ACTIVITIES FOR HOME LEARNING

Have the student:

1. **Discuss with his parents the effect of viewing too much violent T.V. Devise a plan for reducing the number of hours spent watching violent television shows. Note any change in the behavior of family members, e.g., aggression, activity level, etc.**

2. **Have a discussion with his family members about the use of drugs and alcohol as violent and self-destructive acts. Discuss ways to cope with the stresses in life in a positive manner, e.g., expression of feelings, setting of goals.**

3. **Discuss with his parents how his behavior has been affected by the way aggressive acts have been rewarded or punished. Talk about how he can affect another's behavior in this regard now, e.g., brothers and sisters.**

4. **During the week, make a list of all the kinds of aggressive acts he commits, at home, e.g., pulling someone's hair, throwing something. In a second column, list the reason the act was committed. In a third column, list the object of his aggression. Circle the object of his aggression that was not the cause of his frustration. Discuss with his family which of the persons in the home he uses as scapegoats.**

MATERIALS

Golding, William	Lord of the Flies
Cruchton, Michael	The Terminal Man

BIBLIOGRAPHY

Bresslar, Marion	*Peace or War*
Brown, Richard	*American Violence*
Cooney, Robert	*The Powers of the People*
Julian, Joseph	*Social Problems*
Kane, Frank T.	*Voices of Dissent*
Kinnick, B. Jo	*I Have a Dream*
La Conte, Ronald T.	*Teaching Tomorrow Today*
Montagu, Ashley	*Learning Non-Aggression*
Schechter, Betty	*The Peaceable Revolution*
Toch, Hans	*Violent Men*
Toomey, Michelle	*Social Interaction*
Urich, Ronald V.	Alienation
Zevin, Jack	Violence in America

The Weapon

Fredric Brown

The room was quiet in the dimness of early evening. Dr. James Graham, key scientist of a very important project, sat in his favorite chair, thinking. It was so still that he could hear the turning of pages in the next room as his son leafed through a picture book.

Often Graham did his best work, his most creative thinking, under these circumstances, sitting alone in an unlighted room in his own apartment after the day's regular work. But tonight his mind would not work constructively. Mostly he thought about his mentally arrested son - his only son - in the next room. The thoughts were loving thoughts, not the bitter anguish he had felt years ago when he had first learned of the boy's condition. The boy was happy; wasn't that the main thing? And to how many men is given a child who will always be a child, who will not grow up to leave him? Certainly that was a realization, but what is wrong with rationalization when it - the doorbell rang.

Graham rose and turned on lights in the almost-dark room before he went through the hallway to the door. He was not annoyed; tonight, at this moment, almost any interruption to his thoughts was welcome.

He opened the door. A stranger stood there; he said, "Dr. Graham? My name is Niemand; I'd like to talk to you. May I come in a moment?"

Graham looked at him. He was a small man, nondescript, obviously harmless - possibly a reported or an insurance agent.

But it didn't matter what he was. Graham found himself saying, "Of course. Come in, Mr. Niemand." A few minutes of conversation, he justified himself by thinking, might divert his thoughts and clear his mind.

"Sit down," he said, in the living room. "Care for a drink?"

Niemand said, "No, thank you." He sat in the chair; Graham sat on the sofa.

The small man interlocked his finger; he leaned forward. He said, "Dr. Graham, you are the man whose scientific work is more likely than that of any other man to end the human race's chance for survival."

A crackpot, Graham thought. Too late now he realized that he should have asked the man's business before admitting him. It would be an embarrassing interview - he disliked being rude, yet only rudeness was effective.

"Dr. Graham, the weapon on which you are working-"

The visitor stopped and turned his head as the door that led to a bedroom opened and a boy of fifteen came in. The boy didn't notice Niemand; he ran to Graham.

"Daddy, will you read to me now?" The boy of fifteen laughed the sweet laughter of a child of four.

Graham put an arm around the boy. He looked at his visitor, wondering whether he had known about the boy. From the lack of surprise on Niemand's face, Graham felt sure he had known.

"Harry" - Graham's voice was warm with affection - "Daddy's busy. Just for a little while. Go back to your room; I'll come and read to you soon."

"Chicken Little? You'll read me *Chicken Little?"*

"If you wish. Now run along. Wait. Harry, this is Mr. Niemand."

The boy smiled bashfully at the visitor. Niemand said, "Hi, Harry," and smiled back at him, holding out his hand. Graham, watching, was sure now that Niemand had known: the smile and the gesture were for the boy's mental age not his physical one.

The boy took Niemand's hand. For a moment it seemed that he was going to climb into Niemand's lap, and Graham pulled him back gently. He said, "Go to your room now, Harry."

The boy skipped back into his bedroom, not closing the door.

Niemand's eyes met Graham's and he said, "I like him," with obvious sincerity. He added, "I hope that what you're going to read to him will always be true."

Graham didn't understand. Niemand said, *"Chicken Little*, I mean. It's a fine story - but may *Chicken Little* always be wrong about the sky falling down."

Graham suddenly had liked Niemand when Niemand had shown liking for the boy. Now he remembered that he must close the interview quickly. He rose, in dismissal.

He said, "I fear you're wasting your time and mine, Mr. Niemand. I know all the arguments, everything you can say I've heard a thousand times. Possibly there is truth in what you believe, but it does not concern me. I'm a scientist, and only a scientist. Yes, it is public knowledge that I am working on a weapon, a rather ultimate one. But, for me personally, that is only a by-product of the fact that I am advancing science. I have thought it through, and I have found that is my only concern."

"But, Dr. Graham, is humanity *ready* for an ultimate weapon?"

Graham frowned. "I have told you my point of view, Mr. Niemand."

Niemand rose slowly from the chair. He said, "Very well, if you do not choose to discuss it, I'll say no more." He passed a hand across his forehead. "I'll leave, Dr. Graham. I wonder, though . . . may I change my mind about the drink you offered me?"

Graham's irritation faded. He said, "Certainly. Will whisky and water do?"

"Admirably."

Graham excused himself and went into the kitchen. He got the decanter of whisky, another of water, ice cubes, glasses.

When he returned to the living room, Niemand was just leaving the boy's bedroom. He heard Niemand's "Good night, Harry," and Harry's happy "'Night, Mr. Niemand."

Graham made drinks. A little later, Niemand declined a second one and started to leave.

Niemand said, "I took the liberty of bringing a small gift to your son, doctor. I gave it to him while you were getting the drinks for us. I hope you'll forgive me."

"Of course. Thank you. Good night."

Graham closed the door; he walked through the living room into

Harry's room. He said, "All right, Harry. Now I'll read to-"

There was sudden sweat on his forehead, but he forced his face and his voice to be calm as he stepped to the side of the bed. "May I see that, Harry?" When he had it safely, his hands shook as he examined it.

He thought, *only a madman would give a loaded revolver to an idiot.*

HARLEM

Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore -
And then run?
Does it stink like rotten meat?
Or crust and sugar over -
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

I KNEW THIS KID

James Kavanaugh

I knew this skinny little kid
Who never wanted to play tackle football at all
But thought he'd better if he wanted
His daddy to love him and to prove his courage
And things like that.
I remember him holding his breath
And closing his eyes
And throwing a block into a guy twice his size.
Proving he was brave enough to be loved, and crying softly
Because his tailbone hurt
And his shoes were so big they made him stumble.

I knew this skinny little kid
With sky-blue eyes and soft brown hair
Who liked cattails and pussy willows.
Sumac huts and sassafras,
Who liked chestnuts and pine cones and oily walnuts,
Lurking foxes and rabbits munching lilies,
Secret caves and moss around the roots of oaks,
Beavers and muskrats and gawking herons.

And I wonder what he would have been
  If someone had loved him for
Just following the fawns and building waterfalls
  And watching the white rats have babies.
I wonder what he would have been
  If he hadn't played tackle football at all.

Risky Monopoly: The Struggle For Power
A Study of Macbeth and Animal Farm

Eric L. Burgess

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INTRODUCTION

"Power corrupts and absolute power corrupts absolutely." The preceding quotation is the basis for this unit designed to explore the concept of power. The motivation, method, and effects of power underlie two pieces of literature: Macbeth and Animal Farm. By studying these, the student will explore ways of thinking and will realize that these works involve basic themes that go far below the surface of plot, setting, and character. Students will learn how to analyze, to approach and think about literature, and to compare and contrast various aspects and themes. These techniques will help students to appreciate greatly the purposes of literature and how it reflects life. Our future leaders need to comprehend the implications of power and to develop skills and attitudes to respect the use of power.

The examination of some of the great ideas of man will better prepare students to recognize, cope, and accept power in their own lives. Therefore, this unit will be significant for gifted students because it allows the student to identify and examine his own feelings in relation to the implications of power.

Even though the unit is designed for a twelfth grade gifted and talented English class, it could be adapted for heterogeneous groups of English or social studies students. The unit will require approximately five-six weeks.

OBJECTIVES

At the conclusion of this unit, the student will be able to:

1. Relate an understanding of the elements of setting, characterization, plot, and theme of the two major works studied.
2. Explain the methods persons use to acquire power.
3. Identify persons possessing power, including characters in the works studied.
4. Identify ideas and themes in the selections studied which are relevant in today's society.
5. Produce creative efforts in the areas of drama, art, and writing as they relate to the concept of power.
6. Write compositions comparing the abuse of power of the main character of each work to real-life leaders.
7. Formulate an acceptable criteria for obtaining and maintaining power.

8. Evaluate the means utilized by the literary characters to achieve power and to compare/contrast their courses of action to his own criteria.

9. Examine each main character's concept of power and hypothesize about possible actions the character would take because of his concept of power.

10. Analyze and evaluate the means by which power was achieved in the works studied.

INTRODUCTORY ACTIVITIES

1. Discuss the following topics with the class as a whole or in small groups.
    a. Definitions of power
    b. Kinds of power
        (1) Constructive
        (2) Destructive
    c. The achievement of power
    d. Persons who possess power

2. In small groups, brainstorm the question, "What does man need to possess power?" Why is each item necessary and which one (s) is most beneficial? Evaluate the results.

3. Discuss some symbols of power for twelfth grade students - owning a car, being a star athlete, having a free study hall, preparing for graduation. Discuss how each of these affects a person's actions and judgments.

4. Ask the students to write or to discuss their reactions to the following questions:
    a. If you wanted to take over a town, how would you attempt it?
    b. How would you plot to take over the school?

5. Create a collage composed of illustrations, pictures, cartoons, words, etc. which symbolize power.

6. Use the poster with the following caption as a point of discussion: "Where love rules, there is no will to power."

7. Arrange for a judge, attorney, or law enforcement officer to visit the class to discuss "power" in his profession.

DEVELOPMENTAL ACTIVITIES

1. Study Macbeth (Student Texts)
    a. Review the life and works of William Shakespeare and present any other facts or ideas that the students need to appreciate his approach to the play. Include information on the background of the play, the characters, etc.

b. Incorporate audio-visual aids as the study progresses. (Listed in the RESOURCES section.)
c. Give the students some study questions to use as their study progresses. (Appendix A)
d. As the study progresses, incorporate the following writing activities:
    (1) Write a summary of each act.
    (2) Write a character analysis of one of the main characters. Incorporate how he/she was affected by power.
    (3) Write interpretations of key passages in the play.
    (4) Analyze the plot of the play, giving the five basic parts of the play and how they fit into the plot.
    (5) Re-write a scene into modern language. Provide a contemporary or futuristic setting.
e. Discuss Macbeth thoroughly and emphasize setting, plot, character, theme, symbolism, etc. Incorporate into the discussion students' thoughts on absolute power and the abuse of power.

2. Study Animal Farm (Student Texts)
    a. Give the students some questions to aid them in their study of the novel. (Appendix B)
    b. Using Teaching the Novel in Paperback, pages 81-101, guide the students in writing about a novel. Incorporate the following writing activities as the study progresses:
        (1) Write a plot summary.
        (2) Write an essay about a character in the novel in relation to the theme: "absolute power corrupts but absolute power corrupts absolutely."
        (3) Write an essay on one of the symbols in the novel.
        (4) Write an essay on the use of satire in the novel. (e.g. satire on totalitarian society)
        (5) Write an essay on the use of irony in the novel.
    c. Discuss Animal Farm thoroughly and emphasize theme, point of view, setting, plot, symbolism, satire, irony, characterization, style, etc. Include in the discussion students' thoughts on the concept of power as illustrated in the novel.

CULMINATING ACTIVITIES

1. Assign the following parallel reading novels which also deal directly or indirectly with the concept of power:
    a. Lord of the Flies
    b. All the King's Men
    c. 1984
    d. Captains and Kings
    e. Seven Days in May
    f. Brave New World
    g. An approved novel of the student's choice

In a composition of 300-500 words, compare/contrast your selection with Macbeth or Animal Farm.

2. Assign the following expository writing assignments:
    a. Write a composition analyzing the course of action taken by both Macbeth and Napoleon as a means of achieving power. Compare/contrast these courses of action.
    b. Write and illustrate a version of Macbeth for first graders.
    c. Write a composition analyzing the scene of the Battle of the Windmill (Chapter 8). How does it begin and what is the turning point in the fight? How do the animals react to their victory?
    d. Compare the abuse of power in Macbeth and Animal Farm.
    e. Colors are often said to express moods or feelings such as happiness, fear, anger, etc. What color expresses the word "power"? Write a composition expressing ideas and giving illustrations.
    f. Write a composition using one of the quotations concerning power as a basis. (See Appendix C)

3. Assign the following speaking activities. Students may choose one of these or another approved topic.
    a. Present a news broadcast describing the events in Act II, Scenes 1 and 2, or Act III, Scene 4.
    b. Debate the issue: All people wish to be powerful.
    c. Plan an interview with some of the characters in Animal Farm. Conduct the interview for the class.
    d. Small groups can role play or dramatize scenes from either work depicting the principal character as a power figure or in a power struggle.

4. Research assignment - Write a research paper (500-800 words) based on a topic related to power or leadership. Some suggestions follow:
    a. Pressure groups in politics (environmentalists, educators, women, etc.)
    b. A study of the traits and leadership qualities of
        (1) John F. Kennedy
        (2) Franklin D. Roosevelt
        (3) Dwight D. Eisenhower
        (4) Harry S. Truman
        (5) Henry Kissinger
        (6) Lyndon B. Johnson
        (7) Gerald Ford
        (8) Jimmy Carter
        (9) a political leader of the student's choice
    c. A comparison/contrast of two leaders
        (1) Churchill/deGaulle
        (2) Franklin D. Roosevelt/John Kennedy
        (3) Sadat/Begin
        (4) Reagan/Carter
        (5) Nixon/Johnson
        (6) Two leaders of the student's choice
    d. The validity of the electoral college
    e. The powers of Congress

f. The powers of the Supreme Court
g. The powers of the Executive Branch
h. Political machines
i. Ethics in Congress
j. A topic of the student's choice

5. Involve the students in the game Star Power. This simulation game deals with building a three-tiered society through the distribution of wealth. After the society is established, the group with the most wealth is granted the power to make the rules of the game. As many as thirty-five may play this game at one time.

EVALUATION

1. Students will be given an objective and essay test on Macbeth and Animal Farm.

2. Two compositions, chosen from the suggested ideas under "Developmental Activities," will be required for a grade. One composition will relate to each selection read.

3. Two written and one oral activity from "Culminating Activities" will be required. One of the written activities must come from the Research section. The research project may be carried over after the designated time for the conclusion of this unit.

4. Two individual activities will be required. Students may choose from the "Differentiated Activities" section.

5. Write an essay (200-400 words) relating the insights about human nature and the politics of power gained from reading Macbeth and Animal Farm.

DIFFERENTIATED ACTIVITIES

1. Write a diary from the point of view of either Macbeth or Lady Macbeth, correlating their "secret" entries with the events of the play.

2. Compile a scrapbook of clippings about individuals whom you consider to be powerful.

3. Create a tall tale about a familiar cartoon character who strives to become a dictator.

4. Consider that the United States is still using weapons comparable to those used in the early 1800's. You are the Secretary of Defense. How would you persuade Congress to allocate more money for defense? Prepare a three-minute persuasive speech which you might give to a Senate committee.

5. Project Macbeth, Duncan, or Macduff into the present day or into a futuristic setting. Given the characteristics you understand about one of these men, what would he do if he were Prime Minister of England? What would be his guiding principles? Prepare in composition form.

6. Small groups can devise a game show entitled "Power Struggle." The students should prepare their own rules, penalties, prizes, etc.

7. Prepare a model of the Globe Theater and construct model characters from the play.

8. Design model weapons used in the Elizabethan period. Prepare an advertising campaign for one of these weapons.

9. The teacher will present the class with the rules for writing cinquains, a non-metrical form of poetry composed of first line - one noun; second line - two adjectives describing the noun in line one; third line - three words expressing an action; fourth line - four words expressing a feeling; fifth line- one noun which is a synonym for the single noun in line one. Create a cinquain around the theme of this unit.

10. Write a ballad about a character in the play or novel.

11. Write a modern short story about the downfall of an overly-ambitious man or woman.

12. Write a funeral oration for Macbeth, Lady Macbeth, or Napoleon.

13. Write epitaphs for Macbeth, Lady Macbeth, Duncan, or Napoleon.

14. Write a short one-act play concerning the theme of power and present it to the class. The play could be set in Elizabethan England, Scotland, the present day, or the future.

15. Cut cartoons from newspapers or magazines or draw them to illustrate lines from the play or passages from the novel.

16. Assemble details from Animal Farm which obviously refer to characteristic aspects of Russian society. The decorations given and the naming of battles are two. List as many of these as you can.

17. Examine a major character from one of the selections. Put yourself in his place and defend your position or actions. What are your opinions of the other characters in the works? Prepare this as a composition or a brief speech.

18. You have been relieved recently of your job as American ambassador to Ireland. How would you handle this loss of power or authority? Explain in a composition.

19. Write a poem or a short story on one of the following topics concerning power:
    a. Power and discontent
    b. Power and prejudice
    c. Power and responsibility
    d. The power motive
    e. Power and privilege

20. Students can bring in recordings which relate to the theme of power. Students should play these for the class and lead any discussion.

HOME LEARNING ACTIVITIES

1. Over a one-week period, students can keep a journal and record instances in which they have been in conflict over power or authority. (e.g. with parents, coach, teacher, friend, brother/sister) Record the incident and how it was resolved.

2. Pretend you are a member of a minority group. How would being a minority member affect the use of power in your life? (e.g. role in the school, on the athletic field, in the community, in seeking a job, etc.) Explain in a composition how you would manage under these conditions.

3. Students will be given a copy of a Macbeth acrostic. For this fun activity, they may work individually, in groups, with or without texts.

4. As another fun activity, students can create a crossword puzzle or a search word relating to Macbeth or Animal Farm. Students should use characters, places, happenings, etc.

RESOURCES

1. Books
    a. Textbooks: Forms in English Literature
       Themes in Western Literature
    b. Teaching Language and Literature, Lobin

2. Audio-visuals
    a. George Orwell and Animal Farm - SFS
    b. Macbeth - recording
    c. Macbeth: The Plot - SFS
    d. Macbeth: Analysis and Interpretation - SFS
    e. The Globe Theater - FS
    f. The Elizabethan Age - FS

3. Others
    a. Macbeth, a full-length film (available from State Library)
    b. Animal Farm, the political fable, an animated feature film (available from McGraw-Hill)

c. Man and His Environment: In Harmony and in Conflict (Published by the Center for Humanities)
d. Shakespeare is Alive and Well in the Modern World - slide/sound
e. Poster: "Where Love Rules, There is No Will to Power," (available from Argus Publications)

TEACHING TIPS

1. Introduce the two literature selections for this unit by using brief lectures and handouts.

2. Prepare a bulletin board about William Shakespeare. Include pictures of Elizabethan England, a diagram of the Globe Theater, and a map of England.

3. Use the recording of Macbeth for at least the first two acts. Lead the discussion, stopping the record periodically. Students should be able to complete the reading of the play on their own with class time spent on discussion and the preparation of other assignments.

4. Be sure to order the Macbeth film in advance so it can be shown sometime during the unit.

5. Set deadlines for the students so that all work is not due the same day.

6. Media Center materials could be put on reserve, but students do benefit from having to search and locate for themselves.

7. Be flexible. Remember the students also have other assignments.

APPENDIX A

Study Questions for Macbeth

Act I

1. What are you told about Macbeth's life and character up to the time the play begins? What opinion do others have of him?
2. If you were in Macbeth's and Banquo's positions, what meaning would you draw from the witches' prophecies?
3. What is the difference in Macbeth's and Banquo's reactions to the witches?
4. What choices does Macbeth make during this act?
5. How is the Macbeth at the end of this act different from the Macbeth who appeared at the outset of the play?

Act II

6. How does Macbeth's conscience react before and during the murder? Lady Macbeth's conscience? After the murder, how does each of them react?
7. Why did Lady Macbeth faint?
8. What evidence is there that Banquo, Macduff, and others do not trust Macbeth?

Act III

9. What is the difference between Macbeth's behavior in the murder of Duncan and his behavior in the murder of Banquo? What changes in the character of Macbeth does this show?
10. What signs are there that Macbeth's conscience is troubling him?
11. What unforeseen consequences have followed the choices Macbeth has made?
12. What signs are there that Macbeth's character is beginning to crumble?

Act IV

13. What are the three new prophecies the witches make to Macbeth? What questions do they refuse to answer? What is the meaning of the three apparitions Macbeth sees?
14. How does the murder of Macduff's family differ from the murder of Duncan? of Banquo?
15. In this act, is Macbeth acting with greater decision than in Act I? Is he more or less in control of himself and of events?

Act V

16. What are the memories of which Lady Macbeth cannot rid herself?
17. Trace Macbeth's changes of mood throughout this act. How does he react to his wife's death? What does this suggest about the changed relationship between them? What does it show about Macbeth's own character at this point?
18. How do Macbeth's better qualities - such as courage and humaneness - show themselves during this act? Does this make Macbeth a greater and more interesting play than if Shakespeare had let Macbeth become nothing else but a villain who is out of control?
19. With what change of mood does the play end? What indications are there of the kind of king Malcolm will be?

General Questions

20. Who is the more powerful, Macbeth or Lady Macbeth. Justify your choice.
21. Describe the change in character in Lady Macbeth and Macbeth as the play progresses.
22. How did Shakespeare weave witchcraft into the play? Does witchcraft add or detract from the effectiveness of the story?

23. What part does each man - Macbeth, Duncan, Macduff - play in the struggle of power which is one of the basic conflicts in the play? What is each man's guiding principle?

APPENDIX B

Study Questions for Animal Farm

1. Examine the scene of Napoleon's trial and execution. (Ch. 7) According to the way the scene is presented, why do the animals confess? Why does Napoleon want these confessions? What does the scene demonstrate about the psychology of dictators?
2. Contrast Snowball and Napoleon on their qualities of leadership. How do the animals respond to each?
3. For what reason did Orwell include the character of Benjamin? What view of life or of society or both does he represent?
4. Discuss the use of propaganda in the novel.
5. In Orwell's satire of a totalitarian society, what role do Napoleon's dogs play? How does he use them to control the animals?
6. What is a utopian society? How does this concept relate to Animal Farm?
7. What were the first signs of establishing a dictatorship?
8. Justify the idea that Napoleon's banishing of Snowball is the turning point in the plot of the novel and hence is important in describing its structure?
9. Explain the alternation of the last commandment. Just exactly what does the new version mean?
10. Agree or disagree with the following statements. Find incidents from Animal Farm to support your opinions.
    a. Each kind of animal represents a different class of society.
        (1) The pigs are the politicians.
        (2) The sheep are the unthinking masses.
        (3) Benjamin represents the intellects.
        (4) Boxer represents the good, hardworking middle class.
    b. The events that happen parallel the events that occurred in the Russian revolution.
    c. The pigs represent particular Russian Communist leaders, but the rest of the animals represent types of people.
    d. The story is a good picture of human foibles.
    e. The difficulty of achieving any political dream is that the majority is both unthinking and corruptible.
11. Why did Orwell use animals instead of people as central characters?
12. How does Napoleon purge his enemies and eradicate the ideas he opposes? How does he distort history? Why does he do these things?

APPENDIX C - Quotations on theme of Power

•"Those who voluntarily put power into the hands of a tyrant or an enemy must not wonder if it be at last turned against themselves." Aesop

- "The greater the powers, the more dangerous the abuse." Edmund Burke

- "The love of liberty is the love of others; the love of power is the love of ourselves." William Hazlitt

- "Imagination, which in truth, is but another name for absolute power and clearest insight, amplitude of mind, and reason in her most exalted mood." William Wordsworth

- "We know that power does corrupt." Anthony Trollope

- "Unlimited power is apt to corrupt the minds of those who possess it." W.W. Pitt, Earl of Chatham

- "Repentance is but want of power to sin." John Dryden

- "Power does not corrupt man; fools, however, if they get into a position of power, corrupt power." Bernard Shaw

- "The way to have power is to take it." William Marcy

- "Experience constantly proves that every man who has power is impelled to abuse it." Montesquieu

- "The attempt to combine wisdom and power has only rarely been successful and then only for a short while." Albert Einstein

- "You shall have joy, or you shall have power, said God; you shall not have both." Ralph Waldo Emerson

- "The lust for power is not rooted in strength, but in weakness," Erick Fromm

- "Those who have been once intoxicated with power, and have derived any kind of emolument from it, even though but for two years can never willingly abandon it." Edmund Burke

- "Nothing destroys authority so much as the unequal and untimely interchange of power, pressed too far and relaxed too much." Francis Bacon

- "It is not possible to found a lasting power upon injustice, perjury, and treachery." Demosthenes

- "Power acquired by guilt has seldom been directed to any good end or useful purpose." Tacitus

- "All human power is a compound of time and patience." Balzac

- "Power is not happiness." William Godwin

- "Power will intoxicate the best hearts, as wine the strongest heads. No man is wise enough, nor good enough, to be trusted with unlimited power."
  Charles Caleb Colton

- "Power, unto itself most commendable,
  Hath not a tomb so evident as a chair
  To extol what it hath done." William Shakespeare

- "That Power that made you king
  Hath power to keep you king in spite of all." William Shakespeare

- "It is a strange desire, to seek power, and to lose liberty; or to seek power over others, and to lose power over a man's self." Francis Bacon

- "Power gradually extirpates from the mind every humane and gentle virtue." Edmund Burke

- "Next to the assumption of power was the responsibility of relinquishing it." Benjamin Disraeli

- "Power, like a desolating pestilence,
  Pollutes what'er it touches." P.B. Shelley

- "An empire is no more than power in trust." John Dryden

- "For what can Pow'r give more than food and drink,
  To live at ease, and not be bound to think." John Dryden

- "Power weakens the wicked." James Howell

- "To be out of place is not necessarily to be out of power."
  Samuel Johnson

- "Little he loved, but power the most of all;
  And that he seemed to scorn, as we who know
  By what foul paths men choose to crawl thereto." James Russell Lowell

- "Power admist no equals, and dismisses friendship for flattery."
  Edward Moore

- "Power acquired by quilt was never used for a good purpose."
  Tacitus

87

"*The Scarlet Letter*: An Investigation into the Changing Concepts of God and Man"

Harriet Gilbert

"The Scarlet Letter: An Investigation into the Changing Concepts of God and Man"

Harriet Gilbert

Introduction:

The purpose of this unit is to further the development of the skills and competence needed to read novels and other works of literature in order to determine major theme and philosophies.

The student will analyze the novel, The Scarlet Letter, critically: by structure, style, technique, and setting. Particular emphasis will be placed on character analysis, theme and symbolism.

The student will be guided into an examination of another point of view about life as expressed in Ralph Waldo Emerson's "Self Reliance." He will be stretched to grasp the basic philosophic difference.

Finally the student will be required to read another major literary work chosen from an independent reading list and to look for some of the same ideas, themes and questions examined in the novel and essay. He will share these observations with the class.

Students will be encouraged to express their own interpretations and feelings about the ideas and themes they have uncovered in their readings by writing themes, participating in classroom discussions and debating issues raised in the major novel of the unit. These activities should sharpen composition and verbal skills by demanding careful critical thinking and interpretation, the collection and organization of data, hypothesizing, and many other of the thinking skills.

This unit is particularly appropriate for the intellectually and creatively gifted students because it places responsibility on them to read critically and, subsequently, express their reactions and feelings about what they have read. The unit will also help them explore the moral wisdom that literature offers. Assumptions about the nature of man, God, and the universe will be examined from the point of view of a number of major writers in this unit in order to stimulate thinking on a higher level involving value judgment and philosophy. As students develop their own way of looking at life and articulating it, they will gain confidence in their opinions and the opinions of others in the class. Looking at life's basic questions will illuminate and prepare gifted students to think more critically and more tolerantly as they face moral issues and dilemmas in the real world.

This unit is especially designed for gifted and talented high school juniors. It is recommended that the unit be taught in a four week period sometime into the second semester of the junior year after the student has developed a good background in basic language arts skills, and after the class has developed a satisfactory dynamic for discussion of sensitive issues.

Objectives: *Keyed to Cognitive/Affective Domain (Bloom/Krathwohl)

1. To read and analyze one major novel in American literature, The Scarlet Letter looking critically at theme, structure, setting characters, symbolism and irony. (C-4) (C-2) (A-1, A-2)

2. To identify the religious and moral issues raised in the novel. (C-1, C-1)

3. To explain the basic philosophical premises upon which Nathaniel Hawthorne writes. (C-5)

4. To examine the values of Puritan New England from a historical perspective. (C-4).

5. To verify Hawthorne's perspective and the Puritan perspective by reading one of Hawthorne's short stories, "Rappaccini's Daughter" and identifying recurring ideas, questions, and answers concerning moral and spiritual values. (C-3).

6. To read an essay by Ralph Waldo Emerson entitled "Self Reliance" in order to explore a contrasting point of view about the nature of man, God, and the universe. (C-3)

7. Evaluate the contrasting points of view. (C-6)

8. Develop the students' own point of view on some of the issues raised in The Scarlet Letter. (i.e. illegitimacy, hypocrisy, good and evil) (C-6) (A-2) (A-4)

9. To share real life observations that relate to the problems and issues raised in The Scarlet Letter. e.g. the attitude of the government toward the problems of illegitimate children, abortion and welfare; the attitude of today's church toward the same; the problems of guilt and neurosis that results from guilt.

10. To encourage and develop critical reading skills and independent and creative thinking by requiring the students to read a novel or play from the selected reading list.

Introductory Activities:

1. Write the following questions on the board and ask the class to answer them briefly:
    a. What is the nature of man? Do you think that he is good or evil?
    b. What is sin?
    c. Define the word salvation. From what and for what reason is man saved and by whom?
    d. Define guilt. How does it affect people? Give illustrations.

2. Ask the class to brainstorm the different answers to the above questions looking at different answers and perspectives.

3. Look at the questions from the historical perspective of Puritan New England. How would a Puritan in the 17th century answer those questions?

4. What is hypocrisy? Give an illustration.

Developmental Activities:

1. Read and analyze The Scarlet Letter. Discuss in class the issues raised in the above introductory section. (Also refer to question section)

2. Examine all important literary elements; such as character analysis, setting, mood and style, according to the purpose and philosophical attitude of the author.
    a. Character Analysis---Explain the symbolism of the following characters:
        1. Hester - romantic individualism
        2. Authur - law and conscience
        3. Pearl - dualistic nature - symbol of nature and symbol of retribution
        4. Chillingsworth - subordination of the heart to the intellect
        5. Minor characters - represent stern Puritan ethic
    b. Setting - Look at ways the setting is symbolic.
        1. Boston - symbolizes Puritan culture
        2. The forest - symbolizes freedom and good; evil and going astray
        3. The scaffold - symbolizes the stern Puritan code and the gift of atonement (sin confessed)
    c. Style and technique
        1. Language
        2. Sentence structure and punctuation
        3. Narrative Method
        4. Author intrusion
    d. Irony and Symbolism

3. Compare the above elements and their effect on the reader to Hawthorne's short story, "Rappaccini's Daughter."

4. Compare and contrast Hawthorne and Emerson after the class reads Emerson's essay, "Self Reliance" noting such similarities and differences as the nature of man, the idea of evil, the nature of God.

5. View and discuss the filmstrip "The Scarlet Letter" (see Material List)

6. View and discuss the filmstrip "The Scarlet Letter: Nathaniel Hawthorne: The Man and His World." (Material List)

Culminating Activities:

1. View and discuss the filmstrip, "The Scarlet Letter: Analysis and Evaluation".

2. Discuss excerpts from the "New York Times" (reviews of the television adaptation of The Scarlet Letter and an analyses of today's morals and those of the 17th century.

3. Debate the issues raised in the "New York Times" article comparing moral attitudes and the times.

4. Require each student to report orally on the novel or play for which he was responsible.

5. To require each student to read a novel or play from the selected reading list and share with the class information about the author's point of view, the moral and ethical problems with which the author deals, the resolution of the conflict and what that reflects about the writer's basic philosophy. This will be the major project of the unit and one of the major projects for the semester. The student will, therefore, submit a detailed composition outlining and describing the above. Highlights of the paper will then be presented to the class so that the entire class will begin to recognize and appreciate the many points of view with which men look at life.

Differentiated Activities:

1. Students may group themselves according to similarities in theme and point of view in the books they read. One or more class periods could be spent comparing and contrasting these. One class period would then be devoted to each group to present their observations and conclusions to the rest of the class.

2. Special research assignments could be made to individuals or small groups on the following topics:
   a. Puritanism
   b. Founding of the Massachusetts Bay Colony
   c. Nathaniel Hawthorne
   d. Ralph Waldo Emerson
   e. Transcendentalism
   f. The psychological effects of sin and guilt
   g. The function of confession
   h. The doctrine of original sin
   i. The theology of John Calvin

3. Project the evolution of the morality of man. Look at the situation Hester faced and women face today if they bear children out of wedlock. Decide what their situations say about society. How has it evolved in terms of moral evolution--for better or for worse? Defend in a theme the position you take.

4. Write a newspaper account of the incidents in one of the following:
    a. The Scarlet Letter
    b. "Rappaccini's Daughter"
    c. One play or novel from independent reading list

Questions to consider for the unit:

1. Is The Scarlet Letter an expose of Puritan bigotry and intolerance?

2. Discuss the unity of The Scarlet Letter.

3. Why does Hawthorne call The Scarlet Letter a romance rather than a novel?

4. Discuss Hawthorne's style, its strengths and weaknesses.

5. What evidence does the book provide of Hawthorne's knowledge of the Puritan period?

6. What is the setting of the story? How does Hawthorne indicate the place and the time?

7. How does Hawthorne employ the setting in the opening chapter to set the mood for the story?

8. How complete is Hawthorne's picture of Boston and its community life? Why?

9. Discuss the significance of the three scaffold scenes.

10. What is the function of the conclusion?

11. What is a symbol? Discuss the range of Hawthorne's symbol, with specific examples.

12. In what different forms does the letter "A" appear?

13. How does Hawthorne employ the forest as a symbol?

14. How many important characters appear in the novel? Identify and briefly describe each.

15. What is meant by "type character"? To what extent are Hawthorne's major characters "types"?

16. Discuss the function of the following minor characters: (a) Mistress Hibbins, (b) Governor Bellingham, (c) the Reverend Mr. Wilson.

17. Is Hester a Puritan? Is she truly repentant for her sin?

18. Trace the deterioration of Chillingsworth. What are his two sins, and what are their effects?

19. Discuss the increasing irony of Dimmesdale's position from the opening scaffold scene until the climax of the book. Does Hawthorne employ any other irony in the book?

20. Show in what ways Pearl's behavior seems unnatural or abnormal. What facts may account for that abnormality? At what point in the book does she undergo a change, and why?

21. Discuss Pearl as a symbol, and as a device to work on the consciences of Hester and Dimmesdale.

22. Which character occupies the central position in the climax of the book? How does his action in the climax affect the other three characters?

23. Does an author's basic premise about the nature of God and man influence the way he presents life to his readers?

24. How have these differing and changing views of the nature of God and man affected literary trends as we have seen them in the works of Hawthorne and Emerson? What philosophies were they representing and against what philosophies were they reacting?

25. How are the themes in Hawthorne's The Scarlet Letter and "Rappaccini's Daughter" a tension between Puritan and Romantic tendencies?

Evaluation:

1. Test on The Scarlet Letter, Hawthorne's short story and Emerson's essay. This test will be based on materials read and classroom discussion. It will contain both essay and objective questions.

2. Composition on one of the following topics (the major ideas in Hawthorne's fiction and Emerson's essay)
    a) Compare or contrast Hawthorne and Emerson's major ideas about the nature of man.
    b) Compare Hester and Rappaccini's daughter. How are they alike in terms of Hawthorne's view of the nature of man.
    c) Explain the difference in the external and internal conflicts in The Scarlet Letter.
    d) Discuss the use of symbolism in The Scarlet Letter using at least three examples.

3. Student participating in classroom discussion, the debate based on issues raised about present day morality as a result of reading The N.Y. Times article, and class preparation.

4. Major theme identifying moral and philosophical themes in other novels and plays as outlined in culminating activity #5.

5. Class presentation of these ideas. (Culminating Activity #5)

Home-Learning Activities:

1. Have student watch TV movies or programs and decide what basic premises the writer was working with?

2. Based on TV watching note observations about the nature of man.

3. Have class members who belong to a church discuss with their parents what their particular church says about the nature of man. Bring a brief report to class.

Materials

1. Required Reading List
    a. The Scarlet Letter - Nathaniel Hawthorne
    b. "Rappacinni's Daughter" - Nathaniel Hawthorne
    c. "Self-Reliance" - Ralph Waldo Emerson
    d. New York Times - "Reviews: TV Adaptation", March 26, 1979, iii, 12:6 J.J. O'Connor.
    e. New York Times - "Analysis of Today's Morals and Those of the 17th Century". April 1, 1979, ii, 35.4, April 2, 1979, iii. 18.3

2. Independent Reading List (Select One)
    a. The Catcher in the Rye - J.D. Salinger
    b. The Cocktail Party - T.S. Eliot
    c. Waiting for Godot - Samuel Beckett
    d. The Crucible - Arthur Miller
    e. After the Fall - Arthur Miller
    f. The Heart is a Lonely Hunter - Carson McCullers
    g. The Night Thoreau Spent in Jail - Jerome Lawrence and Robert E. Lee
    h. "Billy Budd" - Herman Melville
    i. Seige the Day - Saul Bellow
    j. J.B. - Archibald McLeish
    k. Lord of the Flies - William Golding
    l. One Flew Over the Cuckoo's Nest - Ken Kesy
    m. A Man for All Seasons - Robert Bolt
    n. A Separate Peace - John Knowles
    o. Long Day's Journey Into Night - Eugene O'Neill
    p. Rosencrantz and Guildenstern Are Dead - Tom Stoppard

3. Films and Filmstrips
    a. "The Scarlet Letter, Nathaniel Hawthorne" (moviestrip) Films, Inc., 1980 Leaflet and recording - Statesville Senior High

b. "The Scarlet Letter, Nathaniel Hawthorne: The Man and His World", Society for Visual Education, Inc., Recording and Booklet - Mitchell Community College, Statesville, North Carolina.
c. "The Scarlet Letter: Analysis and Evaluation", Joan Smitney, Society for Visual Education, Inc. Filmstrip and recording Mitchell Community College.

4. Supplementary Materials
   a. "Piaget: Moral Values for Education", Filmstrip, Lenoir Rhyne College
   b. "T.S. Eliot's The Cocktail Party", recording, Lenoir Rhyne College
   c. "Treasury of Nathaniel Hawthorne", Vol. ii recording, Lenoir Rhyne College

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Thomas Jefferson
A Great American's Life and Ideas

Charles H. Bolick

INTRODUCTION

This instructional unit is designed to analyze the many contributions made by Thomas Jefferson to American society. One of the marks of Jefferson's greatness is the appeal of his unique personality and the enduring freshness of his ideas.

The time period allotted for this plan is 5-6 weeks. The time factor is, however, flexible since experience has shown that students may become absorbed in a particular aspect of the unit. In such cases, rather than conform to a rigid timetable, students are permitted and encouraged to further explore their topics.

With awareness, and insight, and a flexible time period, many factors of Jefferson's personality and ideas can be explored. This makes Jefferson an appropriate unit of study for the academically gifted students.

INTRODUCTION TO JEFFERSON

No man in American society has ever matched Jefferson in the range of his activities, in the fertility of his thinking, and in the multiplicity of his interests. The number of things Jefferson did, or knew how to do, still boggles the mind. Everything interested him; he was a surveyor, architect, lawyer, philosopher, farmer, and inventor.

Jefferson was one of the principal builders of the American Republic. He held nearly every important public office and enriched them all with his wisdom, humanity and democratic spirit. Jefferson may be considered as a kind of political poet in action.

Over and above his intellectual interests and political activities, Jefferson stands out as the philosopher and theorist of American democracy. Even today, his greatness is the unique appeal of his personality and the freshness of his ideas.

Jefferson was a passionate champion of the rights, freedom and dignity of man. He devoted his whole life to the spread of the democratic ideal.

ESTABLISHMENT OF OBJECTIVES

At the conclusion of this unit, the student will be able to:

Cognitive

1. Define Jeffersonian democracy in terms of today's political process.
2. Compare and contrast Jefferson's background, education, popularity, political offices held, with a recent American political figure.

3. Compare and contrast Jefferson's contributions to society, other than in, the political realm, to a contemporary figure.

4. Differentiate between the political philosophies of Jefferson and Hamilton e.g. Southern-agrarian interests vs. Northern-commercial interests.

5. Demonstrate a knowledge of the Declaration of Independence and the events leading to its construction, development, philosophy, and implication on present day living.

Effective

1. Through his insight into the man, Thomas Jefferson, organize and strengthen the learning skills of critical thinking, planning, self-discipline, research writing, speaking, listening and understanding.

2. Integrate into our own daily lives Jefferson's positive ideas of progress e.g. his effects on the present day educational system; of democratic government e.g. establishment of national parties; and of human freedom e.g. the belief that all men are created equal.

Behavioral

1. Use research data to justify that Jefferson was truly a man beyond his time.

2. Compare and contrast Jefferson's philosophy of government to a European author of the same period e.g. Voltaire, Locke, or Montesquieu.

INSTRUCTIONAL STRATEGIES

Introductory

1. All students will read assigned text, Jefferson, by Padover.

2. Students will, after a lecture on Jefferson, brainstorm possible topics for research. When a list is compiled, discussion will be held on the relative importance of each.

3. Students will then select a topic which they feel is of importance. One week will be allowed for investigation with the inquiry method used as a tool. Students will have freedom of choice of topic and method of presentation.

4. The students who choose independent study will approach their research in the same manner as those students who work in groups. (5-7 class sessions will be allowed for presentation of topics.)

5. Students will view films and filmstrips to reinforce results of study up to this point.

Developmental

6. Students will design a survey form to determine local attitudes toward the Declaration of Independence. The form will be analyzed for objectivity, open-endness, and sampling techniques.

7. Students will rewrite the Declaration of Independence in today's language to see if they can improve on it.

8. Students will research the development of the two party system e.g. Jeffersonian vs. Hamiltonian democracy.

9. Students will work on an individual basis, writing an essay on the above topic.

10. Students will compile a list of the characteristics of Jefferson that are present in all successful men.

11. Students will contrast Jefferson with a contemporary personality in the American political field.

12. Students will consult another biography of Jefferson and based upon an incident or set of facts, create a short chapter as it might have been developed in Padover's biography of Jefferson.

Culminating

13. Students will summarize on form provided, a book report detailing knowledge about Jefferson.

14. Students will compose a book review of Jefferson, 4-6 typed pages.

15. All students will be expected to prepare a bibliography of the materials used on this unit.

DIFFERENTIATED ACTIVITIES

The student will:

1. Make a display of Jefferson memorabilia.

2. Appraise Jefferson's home, Monticello, and report on its many features.
3. Sketch a series of illustrations portraying his impression of the men in Jefferson.
4. Prepare a family tree of the Jefferson family.
5. Appraise ten or more of the interesting characters in Jefferson.
6. Write a newspaper editorial supporting the re-election of President Jefferson in 1804.
7. Write a newspaper editorial opposing the re-election of President Jefferson in 1804.
8. Compose a poem about Jefferson or an event in his life.
9. Read and interpret Jefferson's first inaugural address, March 4, 1801.
10. Compare and contrast Jefferson's education with a recent political figure.
11. Build a wooden model of Monticello.
12. Organize a time-line showing the major events in Jefferson's life.
13. Support or criticize Jefferson's religious beliefs. (See William Linn and John James Beckley.)
14. Write a letter as Jefferson to the Constitutional Convention from Paris describing the events that led to the French Revolution, Bastille revolt.
15. Write a letter as James Madison to Jefferson describing the turn of events at the Constitutional Convention.
16. Compile data supporting or opposing Jefferson's so called relationship with Sally Hemings.
17. Outline the pros and cons of Jefferson's thoughts on the Constitution.
18. Justify Jefferson's reasons for the purchase of the Louisiana Territory.
19. Summarize the Supreme Court case, Marbury vs. Madison.
20. Describe the conspiracy trial of Aaron Burr.

QUESTIONS FOR DISCUSSION

Refer to summary and essay questions on the Declaration of Independence.

Questions are correlated to Jefferson.

Chapters 1-3

1. After reading the introduction to Jefferson, why do you feel the study of Thomas Jefferson important?
2. With what three characteristics did Jefferson enrich each public office that he held?
3. How did Jefferson feel about the man that " . . . fixed the destinies of my life"?
4. Describe the situation that took place in the book when Jefferson said, "He appeared to me to speak as Homer wrote."
5. What in 1769 started to grow like a tree, slowly, solidly, gracefully?
6. Describe Jefferson's marriage. Use names, dates, and facts from the book.
7. What was the first public office that Jefferson held, and what was its significance?
8. Describe Jefferson's most precious possession that was destroyed in a fire at Shadwell in 1770.
9. Explain the quotation: "I have sworn upon the altar of God, eternal hostility against every form of tyranny over the mind of man."
10. Explain Jefferson's view toward England in his pamphlet, A Summary View of the Rights of British American.

Chapter 4

1. Categorize Jefferson's feelings; a. while he was writing the Declaration of Independence, b. while Congress debated its passage.
2. Write and explain the elements of the first two sentences of the Declaration of Independence.
3. Predict how the basic principles of the Declaration of Independence will be interpreted in the future.

Chapters 7-9

1. Outline Jefferson's reasons for his writing Notes on Virginia.

2. Write a brief account about the death of Jefferson's wife, Martha.

3. Rewrite the exchange between Jefferson and the Count Vergennes about Mr. Franklin.

4. (Jefferson) "set himself up as a one-man agency of enlightenment and democratic opinion." Why was this said about Jefferson? What event in America was taking place?

5. Put yourself in Jefferson's shoes and write a statement on Revolution.

6. Why was Jefferson's first reaction to the new Constitution unfavorable?

Chapter 10

1. Justify the bargain between Jefferson and Hamilton for the establishment of the national capital somewhere on the Potomac.

EVALUATION

Several modes of evaluation will be used including: written tests, evaluation of presentations, student-teacher conferences, and other grades on written work as required.

1. All students will be expected to read the paperback text, Jefferson, by Saul K. Padover and take a written test on it.

2. Teacher will use Project Score Sheet for evaluation of class presentations.

3. See also Culminating Activities 13-15.

4. The final examination will be used as a bonus. Only those students who desire a chance to raise their grade may take the exam.

RESOURCES

Various resources will be gathered jointly by the teacher and the students. The following list will be given to the students for their consideration and input.

Filmstrips

The American Revolution: The Cause of Liberty
The American Revolution: The Impossible War
Let Them Call Me Rebel: Tom Paine
Jefferson's Embargo: A Search for an Alternative to War
The Corps of Discovery: The Lewis and Clark Expedition
The Declaration of Independence

The Birth of a Nation

Record

You are There: Philadelphia, July 4, 1776

Selected Books

Bowers, Claude G. Jefferson and Hamilton: The Struggle for Democracy in America, Houghton, 1929.
Dos Passos, John. The Shackles of Power: Three Jeffersonian Decades, Doubleday, 1966.
Fleming Thomas J. The Man from Monticello: An Intimate Life of Thomas Jefferson, Morrow, 1969.

In addition to the above resources, a wealth of reference materials is available in media centers. Research techniques will be emphasized.

Films

American Revolution: War Years
The Capitol: Chronicle of Freedom
Signing of the Declaration of Independence
Journal of Lewis and Clark
1776 Part I and II

Selected Books:
Textbooks
Garraty, John A. THE AMERICAN NATION American Heritage, 1966.
Graff, Henry F. THE FREE AND THE BRAVE Rand McNally, 1977.
Todd, Lewis and Maria Curti RISE OF THE AMERICAN NATION Harcourt, 1977.

Supplementary

Bishop, Jim THE BIRTH OF THE UNITED STATES Morrow, 1976.
Catton, Bruce THE BOLD AND MAGNIFICENT DREAM Doubleday, 1978.
Chase-Riboud, Barbara SALLY HEMINGS Viking Press, 1979.
Groisser, Philip L. MASTERING AMERICAN HISTORY Keystone Press, 1971.
Smith, Page JEFFERSON American Heritage, 1976.

Paperbacks

Padover, Saul K. JEFFERSON, Harcourt, 1952.
Padover, Saul K. THOMAS JEFFERSON ON DEMOCRACY Harcourt, 1939.
Rossiter, Clinton THE AMERICAN PRESIDENCY Harcourt, 1956.

Free and Inexpensive Materials

Thomas Jefferson Memorial Foundation
Box 316
Charlottesville, Virginia 22902

John Hancock Mutual Life Insurance Co.
Dept. MA
Boston, Massachusetts 02117

BIBLIOGRAPHY

Order the book, Jefferson, through:

Adams Book Company
50 Washington Street
Brooklyn, New York 11201
Phone: (212) 875-5464

Order test, posters, etc., through:

The Perfection Form Company
1000 North Second Avenue
Logan, Iowa 51546

The following books, listed under Resources, were helpful to the writer in the preparation of this unit.

Jefferson

Mastering American History

Rise of the American Nation

Thomas Jefferson on Democracy

Many ideas for future use and refinement are found in the book, Teaching Social Studies In High Schools, by Edgar B. Wesley and Stanley P. Wronski.

APPENDIX A

Research Topics on Thomas Jefferson

1. John Q. Adams
2. Jefferson's architecture
3. Aaron Burr

4. Committee of Correspondence
5. Alexander Hamilton
6. Maria Cecilia Cosway
7. Jefferson's education
8. Embargo Act
9. John Fenno
10. Philip Morin Freneau
11. Jefferson as: farmer, lawyer, governor, ambassador, secretary of state, vice-president, President (2 terms)
12. Writings of Jefferson: Notes on Virginia, A Summary View of the Rights of British America
13. Library of Congress
14. Louisiana Purchase
15. Lewis and Clark
16. Monticello
17. Jefferson's religious beliefs
18. Jefferson Memorial
19. Sally Hemings
20. Founding of the Democratic Party
21. Jefferson's thoughts on the Constitution
22. Jefferson's marriage
23. Mt. Rushmore
24. The University of Virginia
25. Dolly Madison
26. Marbary vs. Madison
27. Monroe Doctrine
28. Kentucky and Virginia Resolution
29. John Marshall
30. Washington, D.C.
31. House of Burgesses (Virginia)

Writing As Therapy

Kay Overcash

Writing As Therapy

Kay Overcash

Introduction

The English teacher can use his or her classroom as a place where preventive therapy is practiced through writing. Writing and the teaching of writing offer a variety of opportunities. By virtue of the very material with which he or she deals, the English teacher can play a vital role in the personal and social adjustment of students. English is more than a study of grammar, literature, and composition. It is a study of people: their hopes, their hates, their loves, their philosophies, and their lives.

The activities in this collection involve sentence, paragraph, and essay writing. Activities are grouped under five different types: activities to improve self-knowledge and self-understanding, activities to help students deal with their frustrations and problems, activities that help social acceptance, activities that help the teacher gain a better understanding of the student, and activities that improve self-concept.

Specifically, the activities that improve self-knowledge, self-understanding, and self-concept will help the student to know himself. If he accepts and respects himself, he will be a happier person who can interact more favorably with other human beings.

Furthermore, the teacher can use writing to acquire insight into the emotions, motives, and desires of the student. Frank, informal writing can give the teacher clues about what to expect in class and how to react to students' behavior. Then the teacher can create more easily a classroom atmosphere of friendliness, understanding, trust, respect, and helpfulness.

Writing that improves peer relationships can help students develop tolerance and compassion toward others. If students accept each other as worthwhile individuals, there will be an atmosphere more conducive to learning and happiness.

Finally, writing that allows students to talk about frustrations and problems has therapeutic value because it acts as a safety valve by letting the student get certain ideas "off his chest." The student can give vent to his emotions, and express his affections, desires, problems, and values.

Through the use of these activities, pupils should emerge from the English classroom better able to cope with problems which they are facing or those which will arrive. Hopefully, much preventive and curative therapy can take place in the English classroom.

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WRITING ACTIVITIES TO HELP SELF-KNOWLEDGE AND SELF-UNDERSTANDING

Caterpillar: ". . . and who are you?"
Alice: "I . . . I hardly know, Sir, just at present--at least I know who I am when I got up this morning, but I think I must have changed several times since them"

ALICE IN WONDERLAND
by Lewis Carroll

1. "Just go to the mirror and look at yourself
   And see what the man has to say;
   For it isn't your father, or mother, or wife,
   Whose judgment upon you must pass.
   The fellow whose verdict counts most in your life
   Is the one staring back from the glass."

   Author unknown

   Write this poem on the board. Tell the students to pretend they're standing in front of a mirror. Ask them to write an essay or poem with two main ideas. First, they are to write on what the mirror reveals, or their physical appearance. Then, they are to write on what the mirror cannot see about themselves, or the way they think and feel on the inside.

2. The class will write a long poem together with each student writing one line. Each student should fill in the words in this incomplete sentence: "I used to be . . ., but now I'm . . ." The sentences can be typed into one long poem and displayed on a bulletin board an/or read to the class.

3. After studying Tennyson's poem "Ulysses," discuss this quote from the poem: "I am a part of all that I have met." Ask students first to make a list of all the major influences in their lives over the years. Then each student should pick the five most influential thinks from this list. Each student is to write a composition in which he tells how and why each of these factors has helped form him into the person he is today.

4. Ask students to write an essay about themselves describing the assets they have, the negative traits they would like to eliminate, and the positive characteristics they would like to develop. In dealing with the negative aspects, it is important for students to distinguish between things that can be changed (a bad temper) and things that cannot be changed (a weak chin).

5. In their book *Toward Humanistic Education: A Curriculum of Affect,* Gerald Weinstein and Mario Fantini suggest that there are three areas of concern that people seem to spend most of their time thinking about:

Identity basically deals with the questions "Who am I?" Various forms of this question are: Why am I a girl? Why was I born black? What do I really feel about things? How come I act the way I do? How come I'm in the dumb class? What's really important in life? What can I do to be more happy?

Connectedness deals with the issue of my relationships with others in my world. Typical concerns from this area are: Who are my friends? What are my values? To whom do I owe my allegiance? How do I make new friends? What do I want from other people? What am I willing to give up of myself to get what I want from others?

Power refers to the sense of control over one's own life. Typical expressions about one's concern with power are: I can do anything I set my mind to! Why should I even try; nothing ever works out the way I want it to. I don't have a chance, man; I have to do what they say. How can I get a good job with a C average?

Students should answer the following questions in their journals:

IDENTITY

My favorite . . . is . . . .
If I could have one wish, it would be . . . .
I'm happiest when I . . . .
I feel the saddest when . . . .
I feel most important when I . . . .
When I feel sad I . . . .
When I feel scared I . . . .
I get scared when . . .
Something I want but I'm afraid to ask for is . . . .
I feel brave when . . . .
I felt brave when . . . .
I love to . . . .
I see myself as . . . .
Something I do well is . . . .
I worry about my . . . .
More than anything else, I would like to . . . .
If I were an adult I would . . . .
If I were a little kid I would . . . .
One question I have about life is . . . .
I get angry when . . . .
A fantasy I enjoy is . . . .
A thought I keep having is . . . .
When I get angry I . . . .
The best thing about being me is . . . .
I hate . . . .
I need . . . .

I wonder about . . . .
I bet . . . .
I feel like my mother/father when . . . .
My body is . . . .
My face is . . . .
I feel uncomfortable when . . . .
The thing I'm most afraid to talk about is . . . .
I don't want to . . . .
I am afraid to . . . .
I wish I had the courage to . . . .

POWER

Something I do well is . . . .
Something I'm getting better at is . . . .
I can . . . .
I am proud that I . . . .
I get people's attention by . . . .
I get my way by . . . .
My greatest strength is . . . .
I can help other people to . . . .
I taught someone how to . . . .
I need help on . . . .
I'm learning to . . . .
I feel big when . . . .
I have the power to . . . .
I was able to decide to . . . .
When people try to boss me around, I . . . .
I don't like people to help me with . . . .
Something I can do all by myself is . . . .
People can't make me . . . .
I got into trouble when I . . . .
I get praise from others when I . . . .
The most powerful person I know is . . . .
People seem to respect me when I . . . .
I want to be able to . . . .
I want to be strong enough to . . . .
A time when I was a leader was . . . .
I'm not afraid to . . . .
Something that I can do now that I couldn't do last year is . . . .
When I want my parents to do something, I . . . .
I have difficulty dealing with . . . .
People who expect a lot from me make me feel . . . .
I have accomplished . . . .
If I want to, I can . . . .
People who agree with me make me feel . . . .
Strong independent people . . . .
If I were the teacher I would . . . .

CONNECTEDNESS

People are . . . .
My friends are . . . .
The thing that makes me a good friend is . . . .
The things I look for in a friend are . . . .
My parents . . . .
My brother(s)/sister(s) . . . .
Other people make me feel . . . .
Older people are . . . .
I wish people would . . . .
I wish my family would . . . .
I like people who . . . .
I don't like people who . . . .
I believe . . . .
I value . . . .
I make friends by . . . .
My best friend . . . .
My teacher . . . .
I wish my teacher would . . . .
The other students in this class . . . .
Girls . . . .
Boys . . . .
People can get to me by . . . .
Teasing people is . . . .
When people tease me I . . . .
When someone tells me they like me, I . . . .
People like me because . . . .
People think I am . . . .
I think I am . . . .
Someone I'd like to get to know better is . . . .
Something I do for my mother is . . . .
Something I do for my father is . . . .
I like it when somebody says to me . . . .
I wish I had told . . . .
I stop myself from talking in class by imagining that . . . .
I resent . . . for . . . .
I appreciate . . . .
I demand . . . .
I pretend to be . . . when I'm really . . . .

6.

WHO ARE YOU?

Prepare a digest, catalog, dossier, file, magazine, index, journal, history, you name it, through which to present yourself to the other members of the class. Make every effort to be thorough, original, imaginative, interesting and honest. Let's have no false modesty - include all the good things about yourself as well as the less good. Listed below are some ways you can identify yourself. If you can think of others not listed - Congratulations! Include them and show us how original you are. Remember: it is *details* that make a subject come alive for the reader. So make yourself live for us.

SUGGESTIONS:

1. Number down the left hand side of a sheet of paper. By each number write the word *I* or the words *I am* or the words *I have*. Then finish a sentence about yourself. (I am crazy about horses. I have one blue eye an done brown eye. I hate rutabagas.)

2. Place yourself in a family. You have a family present and family past-in this country and others. You have a hereditary background, you have ancestors, you have interesting relatives, and you have interesting immediate family members. There is your place in the family-there are family like, family customs, traditions, rules, expectations. Perhaps some of these things help make you who you are, add to your identity.

3. You have a numerical identity-or anyhow, it's fun to make one up. Add up all your relevant numbers to see who has the highest score. (Shoe size, locker number, drivers' license, phone number, address, credit cards, student number . . . .)

4. You have a self that has been affected to some extent by education. Share this self with us. (Maybe your parents' education is part of you, also.)

5. You have a cultural, religious, political, philosophical identity.

6. You have a personal, private self and a public, social self. Are these the same for you-or are you a double self to some extent? You have things you like to do-alone and with others-and things you hope to do. These activities and these hopes are certainly part of your identity.

7. You have a physical self-a background of care by doctors, dentists, dermatologists, occultists, podiatrists, orthopedists. You have a physiological self, just like the rest of us. (What's your blood pressure, usually?)

8. You have talents-you respond to art in some way. Certain things seem beautiful to you, moving, elevating. You are uniquely you in these ways. You appreciate certain things-you create certain things.

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7. Write a poem about someone old that you love. Sometimes we learn about ourselves when we think about why we love certain people. Below are sample poems written by other students:

RECOLLECTION

I was old enough to remember
but not to think.
She was old
with remembrances smothering all thought.
Fading gently into everything-
  a rose without thorns,
  engulfed in warmth-
Grandma drifted in her thoughts
nodding at each passerby
gossiping with ghosts
slipping away forever.

Jim Gross

WHEN YOU ARE OLD . . .

When you are old
and I still young,
I will come and visit you
and bring small gifts.
I will be patient
with you and repeat
myself if need be,
always remembering
to take off the tea.
For you rank high
among my friends
and age is not
a difference here.

Laura Leathers

SOME DAY

I find myself looking at their oldness:
wisps of white hair too thin to hide the pink,
fine blue veins beneath translucent skin.
Hands quiver as they reach out,
wrinkles crease their faces even when they do not smile,

bodies are more fragile than healthy new babies.

Some day I will be old
and I will marvel at the youngness of the young.

Barbara Friedrich

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8. The autobiographical questionnaire is another tool to help a student expand his perception of himself. Looked at from semester to semester, the questionnaire can be an important instrument in helping a student enhance his self-concept. At the beginning of each semester and again at the end of the year, the students should be asked to fill out the questionnaire. Having the students review their answers at the end of the year is a very illuminating experience in the quest for answers to the question "Who am I?" Listed below are some sample questions from an autobiographical questionnaire:

1. Name
2. Birthdate
3. Address
4. List ten words that best describe you.
5. List ten words that best describe each person in your family.
6. What do you see yourself doing five years from now? Ten years from now?
7. How do you spend your time after school and on weekends?
8. Of all the things you do in your free time, which do you like most? Least?
9. Without mentioning specific names, what are the qualities of adults you respect and admire the most? The least?
10. Who is your best friend? What do you and your friend have in common?
11. What are your favorite sports and hobbies?
12. What are your favorite TV shows?
13. What magazines do you enjoy reading regularly?
14. What is there about you that makes your friends like you?
15. What major goals do you have right now?
16. What does friendship mean to you?
17. What do you think of school?
18. Are you content with yourself? Would you like to be better? Would you like help and advice in this respect?
19. What value has life for you?
20. If you could change any part of your life, what would you change?

AUTOBIOGRAPHICAL UNIT FOR HIGH SCHOOL FRESHMEN
(From Pullman, Washington, High School)

Directions to Students

Theme subjects for the term will be so assigned that together they will compose an autobiography. From two pieces of cardboard or a large sheet of heavy manila paper you will make the covers for your book, with a title and suitable decorations. Illustrate the chapters of your autobiography with Kodak pictures, picture post cards, or illustrations clipped from magazines. Make a title page and a table of contents. Each theme will be a chapter. The following subjects are suggested, but you will attempt to secure more attractive titles:

CHAPTER I
An incident (before my birth) from the history of my family
An interesting ancestor of mine
A happening (before my birth) which tested the character of my mother or father
How my family came, many years ago, to this state, country, or community

CHAPTER II
My first toy
My earliest recollection
My first punishment
A bright saying or performance of my infancy

CHAPTER III
My first day in school
How I learned to read
My first spelling lesson

CHAPTER IV
My brother
My sister
Being one of a large family
Being an only child

CHAPTER V
Our home
A picturesque scene we visited

CHAPTER VI
My chum
My hobby
My pet aversion

CHAPTER VII
My first night away from home
My first night away from my family
My narrow escape

CHAPTER VIII
The kind of book I like to read
My favorite form of recreation
My favorite holiday
My pet superstition

CHAPTER IX
My favorite study and why
The kind of boy (or girl) I admire
My opinion of girls' smoking
My opinion of politics

CHAPTER X
My future vocation and why I chose it
Why I want an education

CHAPTER XI
My habit that I tried to break
My habit that I tried to form

CHAPTER XII
A practical joke in which I participated
The meanest act I ever did

CHAPTER XIII
The first money I ever earned
My first appearance on stage

CHAPTER XIV
The most exciting moment of my life

CHAPTER XV
How I help with the work at home
My most difficult study and why
How I study

CHAPTER XVI
My next summer --What shall I do with it?

CHAPTER XVII
What I think of term examinations
What I think of high school football

CHAPTER XVIII
My worst fault
My chief virtue
The thing I am proudest of

CHAPTER XIX
The pet I like best

CHAPTER XX
My club
My gang
What I am making of life

10. This assignment combines two types of writing: the personal letter and the informal composition. Each student should be given the assignment of writing a letter to himself. The letter should be from his present self to his fifty-year-old self. In the letter, he is to remind his future self of all his hopes for him, his ideals, and all his fears for the unforeseeable future. It is to be a letter that the student can put away somewhere and read on his fiftieth birthday. Students may find this a difficult assignment. Tell them to begin by making notes about basic ideas about themselves which they like and want to preserve. The "letter to self" assignment will force each student to put into concrete form his beliefs about life. It will also help him to express his idealism, his dreams, and his beliefs.

11. Help students start a life-long notebook. Dividers should be put in the notebook with titles such as life-long reading list, provocative questions, favorite quotes, people and places, adventures and experiences, journal writing, etc. Students will enjoy developing a life-long notebook, which will be a road map of their lives.

12. Interviews can be used not only to improve understanding of others but also understanding of self. Interview a person in a career you are interested in to find out either why the person chose that career or what a typical day in that career is like. Write the information in a short essay.

13. Things that cause us to respond in a impromptu manner may reflect how we really feel about things. Give these incomplete sentences as a timed assignment. Students are to add words to complete the sentences.

1. One thing I like about this class is . . . .
2. One thing I learned today was . . . .
3. A real friend in this class is . . . .
4. If I could share something with someone in this class, it would be with . . . .
5. One person I admire is . . . .
6. I feel happiest when . . . .
7. Someday I'd like to . . . .
8. One person who can make friends easily is . . . .
9. I feel best when . . . .
10. When I pretend, I pretend that . . . .
11. If I had one wish, I'd wish for . . . .
12. One person who helps others is . . . .
13. I'd like to learn how to . . . .
14. A person who cooperates with others is . . . .
15. Sometimes I wonder about . . . .
16. I'm curious about . . . .
17. One dream I have is . . . .
18. My greatest achievement was . . . .
19. Someday I'd like to visit . . . .
20. One person I'd like to interview is . . . .
21. My favorite book is . . . .
22. My favorite subject is . . . .
23. I spend a great deal of time on . . . .

14. Attributes of everything can be found within human beings. Ask students to complete these sentences:

I am like an untraveled path when . . . .

I am like a mountain stream when . . . .

I am like starlight when . . . .

I am like the morning fog when . . . .

I am like a flower when . . . .

I am like the high tide when . . . .

I am like the low tide when . . . .

I am like twilight when . . . .

I am like a rainbow when . . . .

I am like thunder when . . . .

I am like an owl when . . . .

I am like an eagle when . . . .

I am like a passing storm when . . . .

I am like an open field when . . . .

I am like a gentle wind when . . . .

I am like sunshine when . . . .

15. Explain free verse to your students. Tell them they do not have to worry about rhyme and meter in free verse. Ask them to write a poem about who they are or what they want. They may use free verse if they so choose. Ask them to read the following three poems before they being:

KNOW ME

Know me.
Know my name.
Know whether or not
I can play this game.
Know if I'm fast,
Know if I'm slow,
And if I'm the last
Don't tell the world so.

Feel me.
Feel my heart.
Feel my fear
If I'm afraid to take part.
Feel my mood
And if I am sad,
Help me to smile
And I will be glad.

Hear me.
Hear what I say.
Hear me when I seem confused,
Hear me when I turn away.
Hear my voice
If soft, not loud-
Give me confidence
And make me proud.

Touch me.
Touch my mind.
Touch me with praise
But not just to be kind.
Touch me with skills
That I do not know.
Touch me with love
So that I can grow

See me.
See all of me.
See me as I am.
And see me for what I can be.
See the bad, but look around-
There's a lot of good
To be seen in me.

Ann Robertson

WHO AM I?

I have so many things I want
to say but--
No one will listen.

I have so many things I want
to do but--
No one will let me.

There are so many places
I want to go but--
No one will take me.

And the things I write
are corrected but--
No one reads them.

Author unknown

PLEASE STOP AND SEE

I am me.
I am not you or her or him or it.
I am me ---See
(Please stop and see.)

I am slow. I am forgetful. I am often wrong.
I am silly and sad and afraid. How wrong is wrong? How sharp a tone?
How dark is night?

(Please stop and see.)

I am a thrill---touch and be---the rock, the lizard, the butterfly.
I am the question---How far to the star? Why mow the lawn? How do I yawn? Why a haircut? Why do you say "Yes, but---"?
I am me, but what will I be?
(Please stop and see.)

I am a story told, a picture seen, the flash of a swing, a flip on the bars, a smack of a ball---I did it all. That's me.
I am a messy room, a voice too loud, a turned-down lip, a cry, a frown---I did it all. See.
I am in need to know: How far is out and up and down---How far Can I go? I need to know.
(Please stop and see.)

I am in need to be free. Accept me, love me, understand me.
Set me free for
I am me---and I am in the process of becoming.
(Please stop and see.)

WRITING ACTIVITIES THAT HELP STUDENTS DEAL WITH THEIR FRUSTRATIONS AND PROBLEMS

"The first duty to children is to make them happy."
Sir Thomas Fowell Buxton

". . . turn the pain into a poem
and give it away again."

Graffiti

Scrawled on the wall,
So all can see it,
Spray-can expression
Ten inches tall,
Language of the cities,
Street corner art,
Gang poetry,
Drawn on a canvas of stone,
Inspired by boredom,
A portrait of frustration.
Peter Maize
Arcadia High School
Arcadia, California

1. Students can read and discuss the short story, "Tattoo," by Wallace Graves, which shows a human being who is very afraid. The teacher should share some of her fear with the class. Pupils should understand that a certain amount of fear is felt by everyone and that it is nothing to be ashamed of. Students should write an essay entitled "My Fears."

2. Students should write about an instance when they were unjustly punished by parents or teachers, or the student and a good friend had a serious misunderstanding because one or the other did not understand the true situation. After writing about the situation, some students will gain insight and understanding about why the incident occurred and how the other person felt.

3. The student can write on the topic of "The Person I Dislike Most."

4. From time to time, have students spend 10 to 20 minutes writing nonstop. Instruct them to write as fast as they can, about something that matters to them. Some possible starting points are "Often I feel . . . ," or "I never can . . . ," or "Other people think I . . . ." Emphasize that the exercise will not be graded and that they are not to worry about mechanical errors.

5. Provide students with frequent, regular opportunities to write as much as they like on whatever topic they wish. This writing can take the form of a journal, in which they make daily entries with whatever is on their minds at the time. Stress that the important thing is that they say what they really mean and never mark errors in mechanics or suggest revisions.

6. Have a box in your class where students can correspond in writing with you. Answer all the letters that are signed.

7. Write of a quarrel you had with someone from the point of view of the other person.

8. Encourage students to write "Rage Poetry." Tell them that when they become very angry, "turn the pain into a poem and give it away again."

9. About once a week, give the students about 10 minutes to make a gripe list in their journals.

10. Let students write letters to Ann Landers.

11. Failure is important in our lives. Some of the most valuable goals come about when we fail. Often from the depths of despair we can see where we want to be. Winning isn't the most important thing. The most important thing is determining what it takes to win and then getting up to try again. Ask students to write about a time in their lives when they failed at something and what they learned from the experiences.

12. At a time when failure is felt, try thinking of yourself in terms of a symbol---a symbol that would represent your essence or essential self. Now write about your symbol so that your reader can see it. As you create your symbol, remind yourself that since the beginning of time there has never been anyone like you. Never until all life has vanished on this planet will there be another such as you. You are rare. Bring forth this and show the world.

ACTIVITIES THAT HELP SOCIAL ACCEPTANCE

"First of all," he said, "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it."

TO KILL A MOCKINGBIRD
by Harper Lee

1. This activity can be used to help students to get to know each other better. It focuses everyone's attention on one person in a healthy way and gives that person a moment in the spotlight. Have all of the students write a short biographical essay that describes themselves but does not make too obvious who they are. They should include such information as hobbies, talents, major trips, unusual things about their families, etc. When each person has finished, collect the papers and read them while the class attempts to guess who is being described. The teacher should also do an essay.

2. Make out an opinionnaire dealing with issues on which members of the class are likely to be sharply divided. Each student should express his opinion on an issue as either for, against, or neutral. Then assign each student a partner with who he or she disagrees on at least one issue and have the students write letters to each other giving reasons for their beliefs. Then provide students with time to talk to their partners for the purpose of writing about the issue from the partner's point of view.

3. Ask students to choose a person in class whom they do not know. Have them observe the person for a week; then they are to write a positive "fantasy profile" of the person. Urge them to be imaginative, to fantasize whatever details about the life of that person they think could be true. Then have them write a short essay describing that person as they imagine him or her to be. Urge the students to organize their writing by paragraphs, considering several of these aspects of the person's self and life: appearance, disposition, family, interests, hobbies, talents, past experiences, dreams, ambitions, likes, dislikes, or other similar points. Students are often too shy to read their fantasy profiles aloud, but the class will enjoy your reading them aloud and letting them guess which person is being written about. Each student should give the name of his subject in small letters at the bottom of the last page.

4. Show students the 24-minute, color film, Cipher in the Snow, which is a true story of a little boy no one thought was important until his sudden death one snowy morning. This film will motivate concern for other human beings. After the film, ask students to write on the quote, "Am I my brother's keeper?" The film can be obtained at no charge from Division of Media Support Services, North Carolina Department of Public Instruction, Raleigh, North Carolina 27611.

5. Give each student a copy of the following essay to read. Then ask him to interview the person sitting next to him to find out why he or she is a special human being. The teacher can pair students so no one will be left out. Then each student should write an essay telling why his partner is special.

THE PERSON SITTING NEXT TO YOU

Who is the person sitting next to you? You might say a name, and describe how tall he is, and the color eyes and hair. But none of these things are what the person is. A person is invisible activities.

Who then is the person sitting next to you? The person sitting next to you is suffering. He is working away at problems. He has fears. He wonders how he is doing. Often he doesn't feel too good about how he is doing; and he finds that he can't respect or be a good friend of himself. When he feels that way about himself, he has a hard time loving others. When he doesn't feel good about himself and finds it hard to love others, he suffers . . .

The person sitting next to you has a right to be a person; that is, he has a right to choose and decide, to have a private life of his own. He also has a right to be understood. And unless he can be understood by other people, he is thwarted from being a person.

The person sitting next to you is an inexhaustible store of possibilities. Within him are energies that have been only partially awakened. Nine-tenths of his potential has not been yet touched off. There are all kinds of good struggling to be born from way within that person. There are also worries, fears and hates that are struggling to get themselves expressed. Sometimes if only these could be expressed, he would be free to love other people.

Thus, the person sitting next to you is a cluster of memories of the past and expectations of the future. He is really a whole colony of persons, of people met all during life. Something of these people has entered into this person forever. So that the person sitting next to you is really a city-a community. In that community live the father and mother of this person, the boys and girls who have played with him most, the people with whom he went to school; all the live things of this world that came and interacted with this person. They are still deep within . . .

The person sitting next to you is the greatest miracle and the greatest mystery that you will ever meet. The person sitting next to you is sacred.

Ross Snyder

6. Getting to know another person can be an exciting adventure. One of the most important aspects of getting to know another person is the exchange of information. In fact, one of the causes of problems in a relationship is the simple lack of information. When you don't know someone, you tend to fill in the vacuum with assumptions, fantasies, and unrealistic expectations. Students should be divided into pairs, and each student should fill out a questionnaire on his partner. The students can then tell the class about their partners by sharing information from their written answers.

Some possible questions for teenagers:

1. How would your parents have described you as a child?
2. What was your favorite toy as a child?
3. What is your favorite toy now?
4. What were you most proud of as a child?
5. What was your childhood nickname and how did you feel about it? (Some students may want to omit this question.)
6. Do you like your name? If not, what would you like instead?
7. What is your favorite possession?
8. Name a favorite possession you no longer possess. Describe your feelings about no longer having it.
9. What is the funniest thing that has ever happened to you?
10. What is the silliest thing you have ever done?
11. What is your favorite movie? Why does it have special meaning to you?
12. What is your favorite book? Why does it have special meaning to you?
13. With what fictional hero or heroine do you most closely identify?
14. With what member of your family do you most identify? Why?
15. Who is your best friend of the opposite sex?
16. Who is your best friend of the same sex?
17. What do you look for most in a friend?
18. Name something you hate to do. What do you hate about it?
19. What in life is important to you?
20. If you had to be someone else instead of yourself, whom would you choose? Why?

7. Assign each student in the class a partner, trying to match people who do not know each other well. Have each student interview his or her partner and write a feature story about that person. It is often necessary to prepare students for this assignment, for many show as little skill and imagination in talking to strangers as they do in writing compositions. Untrained efforts at this assignment usually produce little more than the birthdate and record of schools attended. Showing students samples of good biographies or feature stories is a good way to start. The feature story is particularly useful, even for those who are not journalism students, because it forces the writer to select a main idea and develop it in detail. Another way to prepare students is to have the class brainstorm leading questions that may help the interviewer find the most interesting things about the interviewee. It is then helpful to divide the class into pairs to practice interviewing for a while. After five or ten minutes, reconvene the total class and discuss how to

explore an area in depth once you've discovered the most interesting things about your interviewee. For example, now that you've discovered that Chuck is interested in sports and plays on the hockey team, how do you find out the interesting details that will make your story come alive? Conduct a few sample interviews in front of the class, or let the whole class interview you or an interesting guest you've invited.

WRITING ACTIVITIES WHICH HELP THE TEACHER GAIN A BETTER UNDERSTANDING OF THE STUDENT

> "I am a part of all that I have met."
> Lord Alfred Tennyson

1. A beginning writing activity with a new class is to write an autobiography. The teacher should tell the students quite frankly that she is interested in them and wants to know them better. Also, the teacher must assure the students that what they write will be kept in strictest confidence. These themes are never read in class without permission of the writer. The composition is to be four paragraphs long, and these paragraphs follow a logical order:

    I. Vital Statistics
        A. Name, birth date, birth place
        B. Parents' names and occupations
        C. Brothers' and sisters' names, ages, and grades in school

    II. History
        A. Places lived
        B. Schools attended
        C. Interesting places visited
        D. Memorable events

    III. My ambitions
        A. How I got them
        B. Why I have them

    IV. My outstanding characteristics or why my English teacher will always remember me.

2. **In conjunction with a literary study of characterization, the student can write a third person character sketch of himself. Through this assignment, the student can also learn correct form for a multi-paragraph character analysis paper.**

3. **An alternate assignment for the previous activity is a character sketch of the student's favorite person. Through this essay, the teacher can learn what the student's ideals are and why.**

4. Other writing topics which give insight into the student are:

    1. My Favorites--These can run the gamut from foods to TV programs, movie stars, singing stars, teachers, athletes, books, etc.

    2. My Hero--Why this person is a hero is important.

    3. If I Had Three Wishes--The desires, dreams, and goals of students become apparent in this theme.

    4. My Future--This can be a rehearsal of realistic goals or dream goals.

5. Students will write on the topic of "The Real Me." This theme is based on the supposition that we really are what we are on the inside, in our thought life, not what the world sees on the outside or in our overt actions.

6. Provide students with a regular opportunity for free writing, which they may keep in either a journal or a folder. Suggest topics for each writing session, but allow students to write on anything they please. Topics should be closely related to people's concerns and experiences and might also parallel literature discussions. Grouping topics by a weekly theme may allow students to explore ideas in depth. Here are some suggested topics:

    I. Families
        A. The most important things you have learned from your parents
        B. Your favorite family holiday or celebration
        C. Ways in which you are like your parents
        D. A character sketch of your parents
        E. The most interesting person in your family
        F. What your parents were like as teenagers

    II. Friends
        A. Your favorite childhood friend
        B. A sketch of your best friend
        C. The most important qualities of a friend
        D. The time your friends helped the most
        E. What your ideal friend would be like--a fantasy

    III. Goals
        A. The kind of person you dream of being
        B. The one thing you would most like to do in life

7. Have students write in their journals a series of 10 sentences. Each sentence begins with "Happiness is . . ."

8. Ask students to write a paragraph on this topic: suppose you have a magic box. It can be any shape or size, and in it can be anything you want that would make you happy. What is in your box? Why will it make you happy?

9. Ask students to write a paragraph on this topic: If you could teach everybody in the world just one thing---an idea, a skill, a fact---what would it be? Why?

WRITING ACTIVITIES THAT IMPROVE SELF-CONCEPT

"A child's life is like a piece of paper on which every passerby leaves a mark."
Ancient Chinese Proverb

1. The creation of a classroom newspaper is a good way to provide students with the opportunity to see their names and their work in print. Articles can be written about students' achievements. Recognition, in print, of positive services, activities, and achievements does much to improve self-concept. The students will serve as reporters and editors.

2. Ask students to write a paragraph on a success or accomplishment they have had. This writing assignment can be made very specific by asking students to share an achievement they had before they were ten, or between the ages of ten and fifteen, or during a recent period of time (the past week, the last month, over the weekend, over the summer).

3. Ask each student to write a paragraph about a specific area of behavior, beginning with, "I'm proud that I . . . ."

   Below are some suggested items for use in this exercise:

   Things you've done for your parents
   Things you've done for a friend
   Work in school
   How you spend your free time
   About your religious beliefs
   Habits you have
   Something you have shared
   Something you own
   Thoughts about people who are different from you
   Something you've done in regard to ecology
   Something you tried hard for

4. Ask students to write a paragraph on the topic of "What I Like Best About Me."

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